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Maureen T. White

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THE COLLABORATION OF CHARLESTOWN HIGH SCHOOL  
AND LIBERTY MUTUAL INSURANCE COMPANY:  
A CASE STUDY

A Dissertation Presented

By

MAUREEN THERESA WHITE

Submitted to the Graduate School of the  
University of Massachusetts in partial fulfillment  
of the requirements for the degree of

DOCTOR OF EDUCATION

May 1985

Education

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THE COLLABORATION OF CHARLESTOWN HIGH SCHOOL  
AND LIBERTY MUTUAL INSURANCE COMPANY:  
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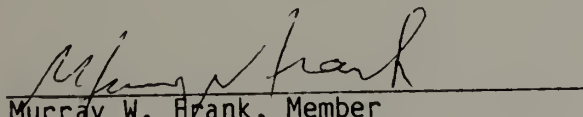
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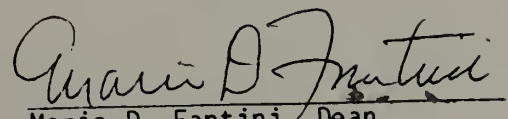
MAUREEN THERESA WHITE

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## DEDICATION

To my parents who have instilled in me  
a love and respect for learning.

## ACKNOWLEDGEMENTS

I would like to express my sincere appreciation to Dr. Richard J. Clark for his support and assistance throughout my doctoral studies. I am also grateful for the guidance and help of Dr. Atron A. Gentry and Dr. Murray W. Frank.

I wish to acknowledge Mr. James Mansfield of Liberty Mutual Insurance Company and the numerous participating business personnel as well as Mr. Ralph Berkowitz of Charlestown High School and the many participating teachers, administrators, and students. Without their contributions this study would have been impossible.

Special thanks to Dr. Geraldine O'Donnell and Dr. Bard Hamlin who gave me guidance and moral support.

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ABSTRACT

The Collaboration of Charlestown High School and Liberty Mutual  
Insurance Company: A Case Study

(May, 1985)

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A school/business collaboration may be a viable means of assisting educators in improving public education. The present study was designed to evaluate the effectiveness of one such relationship and to determine suggestions for how educators might successfully join with businesses to implement new partnerships and/or improve existing ones.

The author reviewed varying definitions of collaboration, its history, underlying principles, and goals, along with factors that might hinder school or business involvement with each other. She closely examined a number of case studies of school/business relationships. This literature along with specific documents from the school and business provided the theoretical basis of the study.

There were three instruments developed: a Likert-type rating scale, an interview protocol, and a follow-up question survey. All questions were designed to provide information pertaining to six programmatic areas which serve as the criteria for this study: curriculum development, enrichment and revisions; providing of supplementary programs and services to students; staff development, administrative and management assistance; job preparation; and job placement.

Since the case study method by its definition is a subjective tool, the writer to guard against personal bias has selected two interview groups each comprised of three categories: business personnel, teachers and administrators, and students. These interview groups were "participants" (those who took part in some partnership activity) and "non-participants" (those who had not).

Findings of this case study indicated a very limited degree of success. Curriculum revision, administrative assistance, and staff development were minimal. Enrichment programs for students via funding or utilizing business personnel as guest speakers on academic or career awareness areas were quite successful. No new jobs for students

were created as a result of the partnership; however, preference was given to students from this particular school provided they met the qualifications, in the screening of students for job openings at the company.

Factors explaining these findings stem from a limited vision in both school and business side as to what could be accomplished. Consequently conditions that would allow more ambitious results were not made available.

Further research should examine the role of executive leadership affecting the results of school/business partnerships.

## TABLE OF CONTENTS

DEDICATION .....	iv
ACKNOWLEDGEMENTS .....	v
ABSTRACT .....	vi
Chapter	
I. INTRODUCTION .....	1
Statement of the Problem .....	1
Background of the Dissertation .....	2
Purpose of the Study .....	3
Definition of Terms .....	4
Methodology .....	6
Time Line for Case Study .....	7
Limitations of the Study .....	8
Design of the Dissertation .....	9
II. REVIEW OF THE LITERATURE .....	10
Collaboration: What is It? .....	10
History of Collaboration .....	12
Why Industry Wants Involvement:	
A Rationale for Partnerships .....	14
Factors Hindering Business Involvement	
with Schools .....	17
Factors Hindering School Involvement	
with Business .....	19
Major Principles Underlying Partnership Concept .....	20
Goals of a School/Business Partnership.....	22
Examples of School/Business Collaboration .....	24
Philadelphia Parkway School Project .....	25
Project Space .....	26
Advanced Career Training .....	27
Regional Occupation Program Center .....	28
"Bridging the Gap" Program .....	29
The Kentucky Staff/Industry Exchange Project .....	30
The Raytheon Data Systems/	
Teacher Internship Program .....	31
Chrysler Corporation and	
Northwestern High School Collaborative .....	32
Tri-Lateral Model .....	33

III. METHODOLOGY .....	36
Rationale for the Case Study Method .....	36
Rationale for Establishment of Criteria .....	36
Definition of Established Criteria .....	37
The Sample .....	39
Research Procedures .....	41
Library Research and the Analysis of Documents .....	41
Likert-type Rating Scale .....	41
Interview Protocol .....	42
Follow-up Question Survey .....	44
Collection of Data .....	46
Likert-type Rating Scale.....	46
Interview Protocol .....	47
Follow-up Question Survey .....	48
Limitations of the Study .....	49
IV. PRESENTATION OF THE CASE STUDY .....	50
Overview .....	50
Criterion 1: Curriculum Development and Enrichment ..	51
Criterion 2: Upgrading Teachers' Skills .....	57
Criterion 3: Direct Delivery of Services	
to Students .....	61
Criterion 4: Management Assistance .....	67
Criterion 5: Quality of Guidance/Job Preparation ....	71
Criterion 6: Job Placement .....	75
Summary of Programs of the Eight Year Partnership ...	79
Narrative Analysis of Likert-type Survey with	
Interview Data .....	81
V. FINDINGS, INTERPRETATIONS AND RECOMMENDATIONS .....	94
Overview .....	94
Summary of Findings .....	95
Interpretation of Findings .....	97
Conclusions .....	99
Recommendations .....	100
Future Research .....	106



BIBLIOGRAPHY .....	108
APPENDIX A .....	112
APPENDIX B .....	114
APPENDIX C .....	137
APPENDIX D .....	149
APPENDIX E .....	157

## LIST OF TABLES

1. Summary of Criterion 1:	
Curriculum Development and Enrichment .....	56
2. Summary of Criterion 2:	
Upgrading Teachers' Skills .....	60
3. Summary of Criterion 3:	
Direct Delivery of Services to Students .....	66
4. Summary of Criterion 4: Management Assistance .....	70
5. Summary of Criterion 5:	
Quality of Guidance/Job Preparation .....	74
6. Summary of Criterion 6: Job Placement .....	78
7. Summary of Programs of the Eight Year Partnership .....	80

# CHAPTER I

## INTRODUCTION

### Statement of the Problem

Peter Drucker has stated that:

Education has become too important to be left to educators. . . . Education has also become too powerful to go unchallenged, for schooling increasingly controls access to careers, opportunities and advancement. For all these reasons education must become a public issue. . . . The schools, their structure, their role, their objectives, and above all what they teach will, therefore, become increasingly a major concern.<sup>1</sup>

School/business "partnerships" have been one response to the issues raised in this quotation. These partnerships, taking a variety of forms, attempt to improve education by giving schools access to the experience and expertise that are present in large, diversified corporations. This study examines one such partnership in depth, with the purpose of drawing lessons as to the ways in which this particular kind of partnership (one school linked with one company) may work or not work. It is written in the hope that, by learning from experience, useful new school/business partnerships may be established and existing ones may be improved.

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<sup>1</sup>Peter F. Drucker, The Age of Discontinuity (New York: Harper and Row, 1969), p. 313.

### Background of the Dissertation

Although school/business partnerships have been happening for many years, Boston's experience with them began in the summer of 1974. In May of that year a federal court had ordered the desegregation of Boston public schools through a plan that included busing. Chaos and violent opposition were feared. On July 1 two leading organizations of the business community, the Greater Boston Chamber of Commerce and the Metropolitan Boston Office of the National Alliance of Business, made a commitment to help ease the transition. They joined with the School Department to form a Tri-Lateral Task Force on the schools. In January 1975, after six months of operation the task force was incorporated and named the Tri-Lateral Council for Quality Education.

The primary program thrust of the task force and the council was a "partnership" arrangement in which each Boston public high school was linked with a business firm which would have direct responsibility for working with its partner high school. According to the Statement of Direction of the Tri-Lateral Council each business firm would seek to assist its partner high school

in the areas of upgrading teachers' skills, curriculum development, and management assistance as well as the direct delivery of programs to students. In addition, increased emphases should be placed on improving the guidance system, helping students acquire employable skills and information on how to apply for jobs. In the job development and placement field, the business should explore means of achieving closer collaboration with

manpower planning agencies toward the end of preparing students for the transition to the world of work and helping them find jobs there.<sup>2</sup>

The partnership between Charlestown High School and the Liberty Mutual Insurance Company was initiated in October 1974 at the instigation of the Tri-Lateral Task Force. Charlestown High, located in a virtually all-white (predominantly working-class Irish) section of Boston, was to be integrated in the fall of 1975 by the busing of students from Roxbury. There was much opposition from white residents of Charlestown. Liberty Mutual, headquartered in Boston, had its home offices in the financial district. It was one of the largest insurance companies in Boston, employing approximately 1400 persons in its Boston operation. After initial meetings between high school administrators and representatives of the company, the partnership officially began on December 11, 1974.

#### Purpose of the Study

The purpose of the study is to examine the effectiveness of one school/business partnership and to formulate generalizations and recommendations for other such partnerships. In order to measure the success of this partnership, I took as my starting point the goals

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<sup>2</sup>Marianne B. Abrams et al., Statement of Direction (Boston: Tri-Lateral Council for Quality Education, Inc., February, 1980), p. 12.

mentioned in the Tri-Lateral Council's Statement of direction, quoted above. These goals break down into the following specific areas of focus:

1. Curriculum Development
2. Upgrading Teachers' Skills
3. Management Assistance
4. Direct Delivery of Programs to Students
5. Quality of Guidance
6. Job Placement.

These are the areas of focus that I have examined in this study.

#### Definition of Terms

Business coordinator. The person designated at the company or the school to be responsible for overseeing the various joint activities undertaken by the two partner institutions.

Distributive education. This is a program which has been in operation in Boston since 1966 for seniors who may gain work experience related to careers in retail trades. Students take three or four subjects in the morning, including distributive education, and work part-time in the afternoon in a marketing or merchandising job.

Internship. In this study, "internship" means a specialized course for students in a real working environment encompassing such skills as graphic arts, photography, or commercial art. The students are not paid.

Likert-type rating scale. This contains a set of items, all of which are considered approximately equal in attitude or value loading. The subject responds with varying degrees of intensity on a scale ranging between extremes such as agree-disagree, like-dislike, or accept-reject.<sup>3</sup>

Shadowing. A program in which the student spends the majority of time observing a person on the job. The primary goal is increased awareness of different jobs.

Work experience program. This is a relatively broad term encompassing any and all educational plans which include actual on-the-job activities outside the school walls or in the business/industry complex of the community. The world becomes an expansive training laboratory where students can polish their skills and assess their capabilities.

Work study programs. This is probably the oldest form of work experience offered by American public schools. Designed primarily to prevent high school dropouts and to provide financial aid, work study programs usually involve in-school instruction in the morning and paid employment outside of school in the afternoon. Job placement and supervision are provided by school personnel.

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<sup>3</sup>Stephen Isaac and William B. Michael, Handbook in Research and Evaluation (San Diego, California: EdIFS Publishers, 1981), p. 142.



### Methodology

The case study approach is used for an intensive examination of one specific partnership, between Charlestown High School and Liberty Mutual Insurance Company. A case study is a method of research consisting of intensive analysis of a single example for the purpose of shedding light on a broad category. It is broadly descriptive and done in some depth. Many variables and relationships are studied.<sup>4</sup> In this case study I have examined the Charlestown High School/Liberty Mutual partnership from its conception in July 1974 through August 1982.

The strategies used to obtain the necessary data were as follows:

1. Library research on business involvement in education: its history, its rationale, and the different forms it has taken.
2. Examination of pertinent documents from the Tri-Lateral Council for Quality Education, Charlestown High School, and Liberty Mutual Insurance Company.
3. A Likert-type rating scale based on a survey designed to elicit attitudes of teachers, administrators, business personnel, and students toward each of six established areas of

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<sup>4</sup>J. William Asher, Educational Research and Evaluation Methods (Boston: Little, Brown and Company, 1976), p. 2/5.



program focus in the partnership. The survey was given to equal numbers of participants and non-participants in the partnership programs.

4. In-depth interviews with as many as possible of the persons who took part in the survey discussed above.
5. A follow-up question survey consisting of a seven-page questionnaire to be filled out after the interview. The survey questions were similar to the interview questions and therefore were a mechanism to check for similarities and discrepancies with the interview responses.

Thus, the case study data analysis included multiple outcomes using the Likert-type rating scale, the interview responses, and the follow-up question survey.

#### Time Line for Case Study

Interview questions and the Likert-type survey were given to a pilot audience of teachers, business personnel, and students in May 1982. Questions were then revised and modified to eliminate ambiguous and inadequate wording. The revised Likert-type survey was distributed to teachers/administrators, students, and business personnel in June 1982. Data was studied, tallied, and converted into percentages during July and August. Actual interviews were conducted during the months of October, November, and December 1982. The interviews were usually taped to facilitate later analysis. Follow-up question sur-

veys were given to interview subjects within a week after each interview. Surveys were either given or mailed directly to the writer.

### Limitations of the Study

This study has a number of limitations. Most obviously, it focuses on one case. The particular relationship it examines is a relative new one beginning in 1974. At the same time, the relationship is examined post facto and thus this dissertation lacks contemporary thoughts, attitudes, and responses of interviewees at the conception of the partnership in 1974.

Additionally, the study is subjective, and is prone to the weaknesses associated with in-depth interviewing. The interviewer relies on the honesty of the interviewees.

In addition, the writer acknowledges the possibility of her own bias influencing this study. To guard against this, the writer includes two interview groups each comprised of three categories--Liberty Mutual personnel, Charlestown High School teachers and administrators, and Charlestown High School students. These interview groups are "participants" (those who took part in some partnership activity) and "non-participants" (those who had not).

## Design of the Dissertation

Chapter I presents an introduction to the thesis, a statement of the problem, background of the dissertation, purpose of the study, methodology, definition of pertinent terms, limits of the study, and the design of the dissertation.

Chapter II provides a review of literature discussing partnership theory, its history, principles, goals, and rationale as well as illustrative examples of collaboration. The analysis of the literature provides the background and frame of reference for the study.

Chapter III discusses the research methodology used in this study. The rationale for a case study method is discussed, and the following research procedures are identified: archival research, analysis of pertinent documents, Likert-type rating scale, in-depth interviewing, and a follow-up question survey.

Chapter IV presents the case study. The school/business partnership is critiqued using six established criteria chosen for evaluative purposes.

Chapter V interprets the findings of the case study and formulates recommendations which might enhance the effectiveness of school/business partnerships of the type studied here.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Collaboration: What is it?

In reviewing the literature, the writer finds a range of ideas as to the possibilities of collaboration between schools on the one hand and businesses or other outside institutions on the other.

Richard Sockol and Thomas McClain in Community Education/Work Collaboration: A Massachusetts Perspective describe collaboration as:

community education/work collaboration which is characterized by agreements of members of a community to facilitate the transition of young people between institutional education and whatever is to follow (e.g. work or further education).<sup>5</sup>

Similarly, Paul Barton of the National Manpower Institute defines collaboration as:

the participation of representatives of the important institutions and sectors of the community that have the responsibility, resources, and influences to deal with the whole of the transition to regular adult employment.

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<sup>5</sup>Richard A. Sockol and Thomas W. McClain, Community Education/Work Collaboration: A Massachusetts Perspective (Amherst, Mass: University of Massachusetts Government Services, 1978), p. 1.

It means an attempt to accomplish jointly what could not be achieved singly, and a whole that is larger than the sum of its parts.<sup>6</sup>

Business and industry can, for instance, work with the teachers and guidance counselors to provide programs and assistance in job preparation and placement.

Kenneth Hoyt defines collaboration by distinguishing between it and cooperation. He states:

Collaboration is a term that implies the parties involved share responsibility and authority for basic policy decision-making. . . . Cooperation, on the other hand, is a term that assumes two or more parties, each with separate and autonomous programs, agree to work together in making all such programs more successful. To 'cooperate' with another agency or organization carries no implication that one either can, or should, affect its policies or operational practices.<sup>7</sup>

Hoyt's definition of collaboration emphasizes a shared responsibility and authority in policy decision making and operational practices. Carried to its full extent this includes business and industry helping to develop curricula and giving suggestions and assistance to the school's administration.

Schilit and Lacey in The Private Sector Youth Connection suggest that in a collaboration,

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<sup>6</sup>Paul E. Barton and Bryna Shore Fraser, Between Two Worlds: Youth Transition from School to Work, 3 vols. (Washington, D.C.: Center for Education and Work, National Manpower Institute, 1978), 1:26.

<sup>7</sup>Kenneth Hoyt as cited in John J. Walsh, "Crucial Issues Pertaining to the Establishment of Community Education/Work Councils", in Industry/Education Community Councils (New York:undated).

rather than assume an advisory role, business and industry people should participate with educators in the planning and play a continuing role in updating curriculum, enlisting corporate support, recruiting cooperative jobs and identifying private sector resources to enhance career skills and education.<sup>8</sup>

This encompassing definition suggests industry play a prominent role in curriculum planning, recruitment of jobs, providing of resources for schools, and helping teachers and students.

The preceding definitions of collaboration suggest several desired outcomes. Extra-school institutions, including businesses, can assist and participate with the schools in helping students make the transition from school to work. They can also share responsibility with the schools for policy making, updating curriculum, and providing resources to improve the school and its functions.

### History of Collaboration

The idea of schools joining with business or industry in an attempt to show students the relationship between school and work is contemporary, but has a history dating back to the turn of the century. The concept of including regular part-time employment in a cooperative curriculum was broached in 1906 by Dr. Herman Schneider, then president of the University of Cincinnati. Dr. Schneider subsequently helped to set up the nation's first combined work study

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<sup>8</sup>Schilit and Lacey, The Private Sector Youth Connection (New York, New York: Vocational Foundation, Inc., 1982), p. 13.



programs in eleven New York high schools. Percy and Jesse Straus of R.H. Macy and Co. provided initial leadership of that pioneering program.

Similar work-study arrangements are now found in hundreds of large-city high schools. The John H. Patterson Cooperative High School in Dayton, Ohio, has operated continuously on work-study principles for more than fifty years.<sup>9</sup>

Since World War II nearly every urban high school has participated in some joint project with business firms. The traditional help which companies offer usually comes in forms such as films, books, curriculum materials, field trips to the business or industrial plants, lectures on career opportunities, student prizes, leasing of laboratory and shop equipment, part-time jobs for students, or scholarships.

In the late sixties, however, there was a realization by many businesses that they could play a larger and more influential role in the urban educational process, especially at the high school level. It took a crisis in the summer of 1967 to bring about this realization. Riots broke out in Detroit. At that time Edward N. Hodges, III, general manager of Michigan Bell Telephone Company, began to outline projects for building a new Detroit. With the support of William M. Day, a board chairman of Michigan Bell, and other company executives, Hodges developed a list of activities which

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<sup>9</sup>Donald E. Barnes, Partnership: High School: The Search for New Ways to Cooperate, Industry and Education Study, No. 2 (New York: Institute for Educational Development, 1969), p. 6.

the company might undertake. A top priority of Hodges was the "need to reach juveniles and young adults . . . cut off from the mainstream of life with no hope, no future, and in many instances, no feeling of social conscience."<sup>10</sup> Among the ways he suggested for filling this need was through an "adoption" of an entire school system by a single company.

After an extensive study by Detroit's civic leaders, several action programs were produced by Michigan Bell with Northern High School, and by Chrysler Corporation with Northwestern High School. These partnership arrangements were to "help students perceive the relationship between what happens in school and what awaits them in our complex technological society."<sup>11</sup> The understanding between the institutions and the schools was that "there is every reason to anticipate that this joint effort will result in higher aspirations and achievement."<sup>12</sup>

#### Why Industry Wants Involvement: A Rationale for Partnerships

One explanation for the rising interest of the business community in urban public schools is the perception of business and civic leaders that cities are in difficulty. "The force which is propelling industry into this movement is the deterioration of the

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<sup>10</sup>Ibid., p. 1.

<sup>11</sup>Ibid., p. 2.

<sup>12</sup>Ibid., p. 3.



cities," according to Thomas A. Kitto, a Minneapolis teacher and key member of the task force which planned a partnership with Honeywell and General Mills.<sup>13</sup> Underlying the partnership movement is an assumption that the future of the cities depends upon the schools, and that public school systems are struggling under the weight of social and economic problems.

Boston provides an example of this phenomenon. Statistics released by the Boston Municipal Research Bureau in 1981 report a drop in school enrollment from 96,000 in 1975 to roughly 60,000 in 1981. Since 1950, Boston's overall population had declined by 20.4% while its minority populations, chiefly black and Spanish-speaking, had increased greatly. Boston had one of the lowest per capita incomes in comparison to its metropolitan area of any major United States city. Unemployment for the city had been consistently above the national level, averaging about 12.5% for the previous few years. Among the youth, unemployment had been about three and one half times that of the city as a whole, or approximately 35%. Finally, the unemployment for minority high school drop outs had remained between 50 and 60%. A Boston Globe columnist, setting forth these statistics, suggested that if Boston were to remain an attractive place for

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<sup>13</sup>Ibid., p. 8.

businesses to grow and residents to live and work, the private business and industry sector of the city must take an active role and share in the responsibility of the schools.<sup>14</sup>

Besides the theoretical correlation between a sound educational system and the financial stability of the city that houses it, industry has other reasons, both selfish and humanitarian, for assisting educators with educating the youth. On one hand industry views schools as the major institution where future workers can be trained with relative ease and minimal expense. Also, whatever influence industry wants to exert on the thinking of young people (as future consumers, workers, and voters), the schools are the intermediary agency between industry and youth. Besides the vested interest in schools as a continuing source of manpower, and schools as a vehicle for disseminating industries' ideology, industry realizes the fact that the more educated our population becomes, the more they will earn and the more services and products they will buy. Daniel Parker, Chairman of Parker Pen Co., says industry "has a direct stake in its environment. As the quality of life improves, we sell more cars, more detergents for more dishwashers, more shoes, more books. Our company obviously will sell more pens as illiteracy is reduced."<sup>15</sup>

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<sup>14</sup>Jeremiah Murphy, "School Busing: It didn't work," The Boston Globe (29 September 1981), p. 18.

<sup>15</sup>Daniel Parker, "Accelerating Economic Development", in The Creative Interface, ed. Robert W. Miller (Washington: American University, 1970), p. 31.

Another profit making rationale for industries' involvement is the fact that education itself is an acknowledged growth industry as a purchaser of hard- and software. Schools are a great source of profit potential for certain industries.

However, besides these self-serving reasons for voluntary industry involvement with schools, individual executives may have altruistic reasons too. Volunteer efforts, for instance, are opportunities to fulfill a civic and community responsibility and also a chance to satisfy an altruistic and philanthropic desire to help young people. A certain amount of prestige from friends and associates is achieved, no doubt, by these contributions. Kenneth Patrick and Richard Eells argue:

Few business people are neutral or unmoved by the educational establishment. If they do not distrust it or attack it, they are likely to be challenged by it, flattered to be involved in some of its problems and eager to suggest improvements. Seldom does the church, the Y.M.C.A., the local hospital or the community chest kindle the same attitudes or create comparable urges to participate and cooperate.<sup>16</sup>

#### Factors Hindering Business Involvement with Schools

If industry is indeed "flattered" and "eager" to be involved with educational improvements, why is it a fact that often industry has problems contributing its expertise? Samuel Burt and Leon Lessinger, in their study of industry's volunteer services to educa-

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<sup>16</sup>Kenneth G. Patrick and Richard Eells, Education and the Business Dollar (New York: The Macmillan Company, 1969), p. 20.

tion, found ten factors in the educational environment which would hinder industry participation and involvement. As Burt and Lessinger expressed it, these obstacles were:

1. Confusion on the part of school administrators as to what they want from industry.
2. Lack of knowledge on the part of school administrators of how industry is organized or how to approach industry.
3. Suspicion on the part of school administrators of motivation of industry in working with schools.
4. Fear of school administrators that industry groups will become special interest pressure groups.
5. Lack of willingness by school administrators to provide staff to work with industry in developing cooperative relationships.
6. Overemphasis by school administrators on local, state, national levels on advisory committees as the sole technique for achieving industry-education cooperation.
7. Lack of understanding by school administrators of the role of the instructor in achieving industry-education cooperation.
8. Lack of coordination of industry participation in the individual schools of the school system by administrators at the central level.
9. Jealousy of prerogatives on the part of supervising staff at both the central office and individual school levels so that industry participation in school programs becomes diffused and relatively impotent.
10. Lack of guidance from state officials, national educational organizations, and the United States Office of Education in providing realistic guidelines and adequate staff to enlist and encourage industry participation in school matters.<sup>17</sup>

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<sup>17</sup>Samuel M. Burt and Leon M. Lessinger, Volunteer Industry Involvement in Public Education (Lexington, Mass.: D.C. Heath and Company, 1970), p. 8.

In addition to potential obstacles, some educators distrust business involvement in the schools. Percy Krich explains this attitude in the following statement:

Industry is a potential threat to education's leadership in preparing future citizens. "Industry and Education" implies a relationship between them as equals. The real question is whether or not there is an equality relationship between them. . . . As an educator, I must determine true relationships by facing reality. One can develop attitudes toward industry, but one must face the fact that industry (big business) has more control and impact on society than the schools. Through this impact, big business, in essence, controls the schools as well.<sup>18</sup>

#### Factors Hindering School Involvement with Business

Burt and Lessinger point out five factors in industry which sometimes hinder successful collaboration with schools. Often in industry they say, there is:

1. Confusion concerning the mission of public education, school organization, and how to work effectively with school people.
2. Unwillingness to make long-range commitments to volunteer services to schools, thus creating among the educators a sense of impermanency, and resulting self-seeking motivations on the part of industry.
3. Too quick disillusionment on the part of industry when school officials take a cautious approval to industry-initiated cooperative programs.
4. Lack of planned organization, assignment of staff, and budgeted funds on the part of industry to effectively channel and implement its desire to be involved in work with the schools.

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<sup>18</sup>Percy Krich, "Education - Servant of Industry", School and Society, (New York: Society for the Advancement of Education, 1978), p. 23.



5. Lack of knowledge and leadership on the part of industry as to what it may rightfully demand.<sup>19</sup>

As Percy Krich expresses a fear of industry's involvement in education, Gerald Lynch expresses a contrasting fear of inadequacy with industry's involvement in helping the schools,

I am sorry to say that there is in industry an almost childlike dependence on professional educators as to what is proper and relevant in education, even though all of us know on the basis of personal experience that there is a built-in interest in some educators in perpetuating training in the subject in which they excel, but which has long since lost all relevancy to today's need.<sup>20</sup>

Thus, there are problems in communication, and also misunderstandings, doubts, even suspicions between industry and education.

#### Major Principles Underlying Partnership Concept

Richard A. Sockol and Thomas W. McClain discuss the principle of collaboration in their document Community Education/Work Collaboration: A Massachusetts Perspective. They think an education/work partnership can "bridge the gap between institutions by serving as a conduit for ferrying people and ideas between education and employment."<sup>21</sup> Sockol and McClain enumerate the principles established by the Tri-Lateral Council for Quality Education for establishing a partnership. These are (emphases in the original):

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<sup>19</sup>Burt and Lessinger, p. 9.

<sup>20</sup>Gerald J. Lynch, Education - Its Relevancy to Society's Vocational Requirement (Burbank, California: Menasco, 1969), p. 53.

<sup>21</sup>Sockol and McClain, pp. 1-2.

1. That both parties understand each other's institutions, including management systems, resources, limitations and delivery systems.
2. That educational policies be designed to serve the society as a whole and aim toward increased proficiency in all trades, services and strata of work--from the professional level to that of unskilled labor.
3. That one-to-one partnership relations between larger corporations and local high schools be established. (Larger corporations, because they can offer more varied services to students and frequently had worked with public schools in earlier, less structured programs.)
4. That specific school/business pairings be based upon matching identifiable institutional needs with available business resources. In so doing, responsibility for program development and continuity can be assured.
5. That each partnership relationship be autonomous and free to develop programs based upon identifiable needs. Accordingly, individuals should be appointed within each partnership organization to assume responsibility for program development.
6. That the business partner be viewed as an integral part of the school and included in program planning for the school and its curricula.
7. That participation in partnership programs include both faculty and students. Hoped-for outcomes include: (a) increasing faculty involvement in programs, (b) enhancing curriculum materials through collaboration and (c) offering programs aimed at improving students' self-image, self-motivation, employability and knowledge of the job market.
8. That a system for sharing information between and among partnership members be employed to insure full utilization of resources available. Such a forum might also discuss emerging human resource and employment needs.
9. That business partners be encouraged to bring in additional resources as appropriate, thereby offering to schools as comprehensive a program as possible.

In another vein, there are three don'ts which emerge naturally from the above principles. These include:

1. The partnership should not be viewed as a recruitment scheme for business. If teachers, guidance counselors, students or parents perceive this to be the case, inevitable complications occur.
2. The partnership should not become a public relations stunt for either institution. Personal gain should not be the ulterior motive of institutional participants. The betterment of the student and the community should be the goal.
3. Neither partner should make promises which cannot be kept. Unrealistic goals can lead to the downfall of projects.<sup>22</sup>

#### Goals of a School/Business Partnership

There are many major goals for school/business partnerships. Sockol and McClain divide the goals into five major categories: "research, public awareness, student development, staff development and administrative policy concerns."<sup>23</sup>

In the research goal experts gather and research data related to specific occupational and educational issues. Or, where there is a definite requirement for research in the needs assessment area, surveys are conducted for purposes of determining the perceived needs in the school, curricula or educational policy making.<sup>24</sup>

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<sup>22</sup>Ibid., p. 4

<sup>23</sup>Richard A. Sockol and Thomas W. McClain, School/Business Partnerships: A Practitioner's Guide (Amherst, Mass: University of Massachusetts Government Services, 1978) p. 12.

<sup>24</sup>Ibid., p. 15.



Another goal of the education/work collaboration is that of increasing the public's awareness of the problems that characterize the transition from youth to adulthood. Techniques to accomplish this include community visitation days (local community members visit classrooms and exchange career information with administrators and teachers), audiovisual presentations, and newsletters.<sup>25</sup>

The primary goal of most education/work linkages is to facilitate programs which will enhance career-related and life-long learning skills for students. Examples of such student development activities include career speakers (representatives from various occupations who come to school and talk to small groups of students about their work); career days; student visits to workplaces; shadow days (individual students are paired with workers for a day, or part of a day); internships (students work without pay on site); student-operated businesses; and community resource banks (businessmen and educators volunteer their time to talk individually, or with groups of interested students outside of the school setting).<sup>26</sup>

Staff development is described by Sockol and McClain as the most important goal of all, since the teacher has a great impact on the student's development. Activities such as in-service workshops are important for teachers; these provide a setting where teachers participate in training, information sharing, program planning or evaluation and curriculum development. Another activity of staff

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<sup>25</sup>Ibid., p. 13.

<sup>26</sup>Ibid., pp. 15-16.

development is teacher-administrator site visits in which local businesses and industries host visits for groups of teachers and administrators, or present seminars on the requirements for various levels of employment in a given field.<sup>27</sup>

Finally, Sockol and McClain's administrative-policy goal aims at breaking down barriers which hinder the education-to-work transition. Business and industry provide assistance to the administration in management techniques, budget analysis, and employer-employee relations.<sup>28</sup>

#### Examples of School/Business Collaboration

A look at some examples of various types of collaboration suggests that they can potentially serve a number of purposes. School/business liaisons can not only provide students with career awareness and job preparation and placement; but they can also help educators enrich their curriculum offerings, develop and write new curricula, help teachers upgrade their skills and expertise and assist the school's administration by demonstrating applicable management techniques.

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<sup>27</sup>Ibid., pp. 16-17.

<sup>28</sup>Ibid., pp. 17-18.

### Philadelphia's Parkway School Project

The Philadelphia Parkway School Project, begun in 1969 with a Ford foundation grant, represents a unique partnership of teachers and students with a number of public and private institutions. Through these varied collaborations, a vast number of courses are offered to students.

At the start of the school year, students are divided into groups of about 15 and assigned two teachers. Orientation sessions describe various courses offered to individuals or classes. In a day at the Parkway Project, a student might spend the morning at a participating institution, and in the afternoon return to the school to spend two hours studying to meet state-mandated curriculum requirements in math and English.

The philosophy of the Parkway Program is people learn only what they want to learn, not what is imposed on them. Classes are held at various sites. Mathematics, electronics, and chemistry are taught at the Franklin Institute; insurance at the Insurance Company of North America building; art at the Art Museum and Moore College of Art; biology at the Academy of Natural Science; physical education at the YMCA; zoology and anthropology at the Philadelphia Zoo.

Conventional classes are conducted by certified teachers, but there are no grades, except for pass or fail.<sup>29</sup>

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<sup>29</sup>Mario Fantini, Marilyn Gittell, and Richard Magot, Community Control of the Urban School (New York: Praeger, 1970), pp. 118-120.

The Parkway Program "is an attempt to break down the dichotomy between living and learning and to that extent it is extremely significant,"<sup>30</sup> says Mario Fantini, who has been monitoring the project for the Ford Foundation. "It's an important option for kids who are profiting from school, but it's not a total solution. For some kids it may work, for others it may not."<sup>31</sup>

### Project Space

Project Space represents another example of a collaborative which enriches the school's curriculum by providing programs for students which would not be possible within the traditional school's structure and organization.

Project Space is an experimental program in cooperative vocational education devised by E.D.C.O., an educational collaborative of seven Boston, Massachusetts area school systems: Boston, Cambridge, Arlington, Lexington, Newton, Concord, and Brookline. The aim of Project Space is to provide students who are potential dropouts, whether black or white, urban or suburban, poor or middle class, with an alternative form of education in an industrial setting.

Project Space is unique, for the students literally go to school in industry. They take courses in a classroom in the company in the morning, and work for the same company in the afternoon. The

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<sup>30</sup>Ibid., p. 119.

<sup>31</sup>Ibid.

20 hours of instruction per week which each student must take include subjects required for a high school diploma, as well as courses which meet individual requirements, special enrichment and tutoring options, and lessons which combine theoretical studies with the students' afternoon work experience. The afternoon portion of work is geared to the students' skills and desires.<sup>32</sup>

### Advanced Career Training

Advanced Career Training (A.C.T.) is a collaborative program between the Southern California Division of Rockwell International and nine school districts in Los Angeles and Orange Counties. Over 1,000 students in 50 schools are enrolled in this program. Classes are scheduled after school and encompass a broad range of subjects: Commercial Art, Data Processing, Electronics, Industrial Mechanics, Security, Key punch, Machine Shop, Model Making, Publication, Typing, Technical Illustration, Tool Design, Welding, Writing and Editing.

The classes provide students with "hands-on" training, utilizing the same equipment that is operated by craftsmen and professionals in their daily tasks. The instructors are not paid extra for teaching the students but rather donate their time, talent, and knowledge to help make the program a success. The instructors' efforts are noted in merit reviews; they also receive a course in

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<sup>32</sup>Education Collaborative for Greater Boston, Space Age Cooperative Education (Project Space), (Washington, D.C.: Economic Development Administration, Feb. 15, 1972), pp. 1-6.

teacher training that qualifies them for a part-time vocational teaching credential.<sup>33</sup> The students are not paid, but do receive school credit for attending these classes.

#### Regional Occupational Program Center

Another example of a school/business collaborative which enriches the school's curriculum is the Regional Occupational Program Center in Los Angeles. This program operates as a high school with a principal, two deans, 165 credentialed teachers and approximately 300 volunteer teachers from business and industry. Classes, in the late afternoon hours and on Saturdays, total six hours a week.

Examples of specialties learned are: animal care and control, veterinarian assistant, executive secretarial procedures, insurance payroll auditing, retail merchandising, TV production, data processing, occupational nursing, cosmetology, aircraft engine mechanics, auto parts counterman, motorcycle repair, piping design, offset lithography, machine tool technology, upholstery, furniture refinishing, fingerprint classifier, and law enforcement.

The Regional Occupational Program Center could not operate without the cooperation of business and industry. The vast number of occupational training classes could not economically be offered in

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<sup>33</sup>Melvin L. Barlow, Community Involvement in Career Education: A Metropolitan Example (Washington, D.C.: Office of Career Education, 1978), p. 26.



each high school. This collaboration utilizes highly qualified instructors and volunteer teachers who donate their expertise and service.<sup>34</sup>

### "Bridging the Gap" Program

"Bridging the Gap" is Sacramento's Pacific Telephone Company program through which teachers, counselors, and students are apprised of the range of jobs available, the dimensions and requirements of each job, and the duties which employees perform. The goal of this program is to motivate secondary students to take full advantage of their educational opportunities by providing them realistic connections between school and work. The student receives face-to-face exposure to different jobs and makes observations of employees at work.

"Bridging the Gap" consists of four integrated phases. Phase I involves a five day counselor workshop conducted during the summer on company premises. Counselors observe a variety of jobs, exchange information with employees, perceive the relationships between curriculum and skills needed on the job, and receive updated information. Phase II involves a series of one-day teacher seminars during the school year with the same objectives as Phase I. Phase III is a student workshop in which the students learn about a particular job and its relationship to other jobs in the organization. Students

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<sup>34</sup>Ibid., p. 27.



observe employees at work, many of whom are close to the students' age. Phase IV makes available to high school administrators, teachers, counselors, and students resources such as films, surplus equipment, tours, technical advice, exhibits, and speakers.

Students learn by observing. They observe four hours one day a week over a period of five weeks and attend regular classes for the other hours of that day, receiving school credit for their work. The "Bridging the Gap" program has been praised by educators for emphasizing the real connection between the student's world and the world of work. After completion of the student workshop phase, teachers and counselors report improved attendance, grooming and attitudes. Some students admit that what they had observed during their workshop was the deciding factor between staying in school and dropping out.<sup>35</sup>

#### The Kentucky Staff/Industry Exchange Project

This project for teachers and administrators has enlisted over 900 businesses in Kentucky and surrounding states to provide internships and work experiences for over 1900 educators. Teachers intern for one to four weeks during the summer at a company in which their own students are likely to seek work. They receive academic credit and regular salary.

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<sup>35</sup>Burt and Lessinger, pp. 113-115.

This project provides continuous in-service training for teachers, keeping them abreast of changing technology and management practices. Teachers then modify their programs and teaching methods to provide students with appropriate skills and knowledge necessary for entry level jobs in modern business and industrial firms.<sup>36</sup>

#### The Raytheon Data Systems/Teacher Internship Program

This program is an example of a collaboration which assists teachers in upgrading their expertise in sophisticated computer skills. The teachers then design innovative curricula based on their knowledge. The idea is that students who have studied this new curriculum will be better prepared for entry-level positions in the computer field or for entering higher education in a technological era.

In the summer of 1977 Raytheon of Norwood, Massachusetts, employed eight teachers on a full-time basis. The purpose of this employment was to broaden the teachers' understanding of the nature and scope of the industrial process. Teachers' job placements in the various departments were based upon their background. For example, a

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<sup>36</sup>Ibid., p. 125.

counselor was placed in the personnel and employee relations department; a business education teacher in accounting; a science teacher in engineering and product development.<sup>37</sup>

To insure that each teacher received a full exposure to all facets of Raytheon, weekly seminars were held. Various senior executives representing different company functions met with the teachers to explain their specialties. Teachers also agreed to enroll in a graduate course in career education for two consecutive semesters following the summer internship experience. Courses were offered by Boston University and attended by interested employees and management trainees of Raytheon Company, thereby producing a continuing exchange of ideas between educators and industrialists. The company also donated some computer equipment to the participating schools.<sup>38</sup>

#### Chrysler Corporation and Northwestern High School Collaborative

This liaison provides help to students in job preparation and to teachers and administrators in management assistance. Chrysler Corporation's facility and personnel provide opportunities to expand the educational offerings at Northwestern by giving additional cooperation and work experience in office and industrial skills. They

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<sup>37</sup>Harold S. Resnick, Teacher Intern Project (Boston, Massachusetts: Boston University, 1977), p. 17.

<sup>38</sup>Barnes, pp. 41-43.

provide specific classes and seminars to develop specialized skills required by industry in apprenticeship programs and employment services to assist graduates in gaining employment.

Chrysler assists the administration and its budget by providing expensive equipment needed to train students in advanced technological fields. The company also allows administrators access to its management training program in employee relations, financial administration and clerical training.<sup>39</sup>

#### Tri-Lateral Model

The previously cited school/business partnerships exemplify the wide variety of formats and possible outcomes. These results included: career awareness, job preparation and placement for students; enrichment curriculum offerings; skills development for teachers; and assistance to the administration by demonstration of applicable management techniques.

The Boston business community, in 1974, concerned about problems the school system and city faced while complying with the Federal court order to desegregate the schools, joined with the School Department to form the Tri-Lateral Task Force (later the Tri-Lateral Council for Quality Education). The purpose of the Task Force was to formulate short-term strategies to assist the schools in

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<sup>39</sup>Ibid., pp. 48-50.

accomplishing desegregation. The long-term goals were to determine how the private sector could assist the School Department in providing quality education to all students.

After studying various options, the Task Force decided upon a school/business program in which a "partnership" arrangement was made linking Boston's high schools with business firms. This would insure that each company had direct responsibility for its partner high school, and would enable that company to plan assistance in terms of its own particular resources.

According to The Statement of Direction adopted by the Tri-Lateral Council for Quality Education, its efforts to assist the Boston school system are based on the following assumptions:

1. Education is larger than the school system, i.e., avenues by which individuals learn stretch beyond the classroom.
2. Tri-Lateral is not the primary deliverer of services to the School Department but supports existing services provided by the school system.
3. Tri-Lateral is concerned not only with students but also teachers, guidance counselors and the Administration.
4. Tri-Lateral programs are aimed at maximizing the quality of educational offerings in the schools.
5. While Tri-Lateral's services are designed to impact students directly, the over-riding mission of the pairings is to effect lasting change.<sup>40</sup>

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<sup>40</sup>Abrams, p. 12.

The broad purpose of the Tri-Lateral Council for Quality Education is to mobilize the business community's resources in collaboration with the Boston School Department to improve the quality of education provided for Boston public school students.

In carrying out this mission, the Tri-Lateral Council concentrates on delivering programs to assist the school system in the following areas of focus:

1. Curriculum Development
2. Upgrading Teachers' Skills
3. Direct Delivery of Programs to Students
4. Management Assistance
5. Quality of Guidance
6. Job Placement.<sup>41</sup>

Finally, the Tri-Lateral Model envisions "more part-time and full-time positions for students at their partner company, and assisting students in preparing for such employment."<sup>42</sup>

The Tri-Lateral model is based on accomplishments in specific areas and is therefore a "product-oriented" model. The study of the Charlestown High School/Liberty Mutual Insurance Company Partnership undertaken by the writer is also a study primarily of "products." The research instruments were constructed to measure effectiveness of "products." However, in taped interviews, process variables also surfaced, variables which are confirmed by the literature review in this chapter.

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<sup>41</sup>Ibid., p. 13.

<sup>42</sup>Ibid., p. 18.



## CHAPTER III

### METHODOLOGY

#### Rationale for the Case Study Method

I chose the case study as my method of research. The case study "brings to light the important variables, processes, and interactions that deserve more extensive attention."<sup>43</sup> It also allows the observer "to provide useful anecdotes or examples to illustrate more generalized statistical findings."<sup>44</sup> I used both examples and statistics to illustrate the findings of this study. The object was to study intensively the factors that helped (and hindered) the development of a productive collaboration between this school and this company.

#### Rationale for Establishment of Criteria

In reviewing the literature related to all kinds and types of school/business collaboration, the writer did not find any comprehensive list of criteria upon which to judge the success and accomplishments of a school/business partnership. However, the six

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<sup>43</sup>Isaac and Michael, p. 48.

<sup>44</sup>Ibid.



program areas delineated by the Tri-Lateral Council in its Statement of Direction seem to reflect the goals of most of the school/business partnerships discussed in the literature. These areas, as noted in Chapter II, are: Curriculum Development, Upgrading Teachers' Skills, Direct Delivery of Programs to Students, Management Assistance, Quality of Guidance, and Job Placement.

In each of these broad program focal areas, the Tri-Lateral Council established criteria for evaluation of effectiveness. Since the Tri-Lateral Council oversees the Boston school/business partnerships, including the Charlestown High School/Liberty Mutual collaboration, it is logical to utilize the Tri-Lateral Council's criteria as the specific criteria by which to evaluate this relationship.

#### Definition of Established Criteria

To determine concise definitions and clarify terminology for each of the six criteria established by the Tri-Lateral Council, the writer met with Ms. Connie Brown, assistant program coordinator of the Tri-Lateral Council. The following are the components of each criterion.

Criterion 1, Curriculum Development, also includes Curriculum Enrichment. Thus, any instance of direct curriculum planning, guest speakers, field trips, or donation of materials and equipment to an already existing course of study is included in this criterion.

Criterion 2, Upgrading Teachers' Skills, refers to any activity designed to upgrade or modernize teachers' strategies. Activities include business-sponsored internships for teachers as well as workshops exposing teachers to technological advances or business management techniques.

Direct Delivery of Services to Students, Criterion 3, refers to all services, field trips, guest speakers, and loans of equipment to Charlestown High School for programs not offered in the school's established curriculum. Thus, if a photography class is offered to students by Liberty Mutual, this activity is categorized as a direct delivery of services to students. This differs from a chemistry field trip to Hopkinton which enhances existing curriculum at Charlestown High School and thus would be in the area of curriculum enrichment.

Management Assistance, the fourth criterion, is defined as assistance Liberty Mutual offers the administration. Examples include personnel from Liberty Mutual teaching management techniques, holding seminars on problem solving or employer-employee relationships, sponsoring workshops on use of data processing or computer equipment, serving on screening committees, or acting as guest speakers.

Criterion 5, Quality of Guidance, includes job preparation. This criterion will include Liberty Mutual's providing occupational forecasts as well as designating personnel to provide students with instruction in such job hunting skills as interviewing, writing resumes, and completing job applications.

Finally, Criterion (6), Job Placement, encompasses instances of Liberty Mutual providing employment to students in full-time, part-time, P.A.Y.S. (Program for the Assistance of Youth Services), or scholarship positions.

### The Sample

The writer spent extensive time with Mr. James Mansfield, coordinator and liaison person for the Charlestown High School/Liberty Mutual partnership, examining his files which represented all data of the eight years of the partnership. From such records names and specific activities of all business personnel, teachers, and students who had participated in the partnership were determined. Using these files, I identified 20 business personnel from Liberty Mutual, 15 teachers from Charlestown High school, and 12 students who had participated in partnership activities. These were the "participants" referred to in the following pages. I chose an equal number of business personnel, teachers, and students who had not participated in the partnership activities--the "non-participants." I surveyed and interviewed both participants and non-participants in an attempt to determine if their views of the partnership were similar or different.

Non-participants from Liberty Mutual were chosen, in equal number, from the same departments as participants. For example, since four participants were identified from the Graphic Arts department,

four non-participants from Graphic Arts were also surveyed. The non-participants were selected on the basis of permission of their managers and accessibility based on their work load. Participating departments included Personnel Development, Administrative Services, Graphic Arts, Photography, and Public Relations at the Boston, Massachusetts branch; Research and Driver Education at the Hopkinton, Massachusetts branch and Computer Training at the Weston, Massachusetts branch.

Non-participant teachers were selected from the faculty in the same concentration as participants whenever possible. Thus, when two business teachers were participants, two non-participant business teachers were chosen. In one department, Art, the single Charlestown High School teacher was a participant so there was no matching non-participant. Non-participant teachers were selected on the basis of their availability, their teaching schedule, and their after school extracurricular involvement.

The writer selected 24 students to survey, of whom 12 had participated in the partnership activities and 12 had not. Of many possible candidates, the writer identified students based on their scheduled accessibility.

## Research Procedures

Library research and analysis of documents were part of the research procedure. I also developed three instruments for this case study: a Likert-type rating scale, an interview protocol, and a follow-up question survey.

### Library Research and Analysis of Documents

Archival research included study of the history and rationale of business involvement in education, the principles and goals of collaboration, the roadblocks to success, and the variety of forms that collaboration has taken. Document analysis included examination of pertinent materials from Charlestown High School, Liberty Mutual Insurance Company, and Tri-Lateral Council for Quality Education. A list of documents which were studied is found in Appendix A.

### Likert-type Rating Scale

The writer developed three Likert-type rating scales: one for teachers and/or administrators, one for business personnel, and one for students. The purpose of the surveys was to measure the respondents' acceptance or rejection of the validity of each of the six established criteria. The survey also measured respondents' willingness to participate in each program focus. The survey questions provided data as follows.

<u>Category</u>	<u>Survey Questions</u>
General Information:	1, 2, 3, 9, 21
Criterion	
1: Curriculum Development/Enrichment	4, 5, 6, 7, 13, 17
2: Upgrading Teachers' Skills	8, 10, 11, 12
3: Direct Delivery of Services to Students	14 - 20
4: Management Assistance to Administration	22, 23
5: Quality of Guidance/Job Preparation	24, 25, 26, 27
6: Job Placement	28, 29

After collecting data, I totaled the responses to each question and converted them into percentages based upon the number of respondents. (Each of the three Likert-type surveys and the results appear in Appendix B).

### Interview Protocol

The writer constructed in depth interview questions and tested their reliability by interviewing a pilot audience of business personnel, teachers/administrators, and students in the Spring 1982. Questions were then revised and modified to eliminate ambiguous and inadequate wording. Interview questions were designed to provide information pertaining to each of the six established criteria. (Appendix C contains five series of modified questions.)



Series 1: Administrators and Teachers Interview Questions

<u>Category</u>	<u>Survey Questions</u>
General Information:	1, 2, 3, 4, 22, 23, 24
Criterion	
1: Curriculum Development/Enrichment	5, 6, 7, 8
2: Upgrading Teachers' Skills	9, 10, 11
3: Direct Delivery of Services to Students	12, 13, 14
4: Management Assistance to Administration	15, 16, 17
5: Quality of Guidance/Job Preparation	18, 19
6: Job Placement	20, 21

Series 2: Business Personnel Interview Questions

<u>Category</u>	<u>Survey Questions</u>
General Information:	1, 2, 3, 4, 19, 20, 21
Criterion	
1: Curriculum Development/Enrichment	5, 6,
2: Upgrading Teachers' Skills	7, 8
3: Direct Delivery of Services to Students	9, 10, 11
4: Management Assistance to Administration	12, 13, 14
5: Quality of Guidance/Job Preparation	15, 16
6: Job Placement	17, 18



Series 3: Students' Interview Questions

<u>Category</u>	<u>Survey Questions</u>
General Information:	1,2,3, 4, 5, 18, 19, 20
Criterion	
1: Curriculum Development/Enrichment	11, 12
2: Upgrading Teachers' Skills	14
3: Direct Delivery of Services to Students	8, 9, 10
4: Management Assistance to Administration	13
5: Quality of Guidance/Job Preparation	6, 7, 15
6: Job Placement	16, 17

Series 4: Charlestown High School Business Coordinator

The coordinator was asked 10 questions pertaining to his role and duties in addition to questions in Series 1.

Series 5: Liberty Mutual Insurance Company's Business Coordinator

The coordinator was asked 11 questions in addition to the 20 questions of Series 2.

Follow-up Question Survey

At the end of each interview the writer gave each interviewee a seven-page question survey to be filled out and returned. The purpose of the survey was to ascertain the reliability of the original oral

interviews.<sup>45</sup> Survey questions were purposely similar to original interview questions to check for similarities and discrepancies with responses. The case study data therefore, consists of multiple outcomes,<sup>46</sup> including analysis of the Likert-type rating scale, taped interview responses, and follow-up question survey. The format of the survey is as follows:

<u>Category</u>	<u>Page</u>
General Information	1
Criterion	
1: Curriculum Development/Enrichment	2
2: Upgrading Teachers' Skills	3
3: Direct Delivery of Services to Students	4
4: Management Assistance to Administration	5
5: Quality of Guidance/Job Preparation	6
6: Job Placement	7

Appendix D contains the follow-up question survey.

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<sup>45</sup>A.N. Oppenheim, Questionnaire Design and Attitude Measurement (New York: Basic Books Inc., 1966), pp. 70-73.

<sup>46</sup>Isaac and Michael, p. 92.

## Collection of Data

### Likert-type Rating Scale

Forty surveys were distributed to Liberty Mutual personnel, 20 participants and 20 non-participants. All surveys contained self-explanatory directions and stamped, self-addressed envelopes. Of 40 possible responses, 32 (or 80%) were received, representing 18 participants and 14 non-participants.

Surveys were also given to 30 Charlestown High School teachers and/or administrators, of whom 15 had participated and 15 had not. All the participants and all but two of the non-participants responded, for a total of 28 (or 93%). Finally, 24 students representing 12 participants in the partnership and 12 non-participants were given the survey. All students completed and returned the survey.

All surveys were distributed in June 1982 and returned to the writer by the end of June. Data was studied, tallied, and converted into percentages during July and August. Percentages as a recording method were chosen as they most clearly explain the survey results. Six charts in Appendix B detail the writer's findings. The six present:

1. Teacher or Administrator Overview
2. Teachers and/or Administrators:  
15 Participants; 13 Non-Participants
3. Business Personnel Overview
4. Business Personnel  
18 Participants; 14 Non-Participants
5. Student Overview
6. Students:  
12 Participants; 12 Non-Participants

The first chart of each pair includes data on the total sample; the second separates data for participants and non-participants. A narrative interpretation and explanation of each survey noting similarities or differences between participants and non-participants is presented in Chapter IV.

#### Interview Protocol

The writer conducted a total of 61 interviews during the months of October, November, and December 1982. The interviews ranged from 40 to 60 minutes in length and responses were taped to facilitate later analysis.

At Liberty Mutual from a pool of 18 participants and 14 non-participants who had completed the survey, I interviewed 20 individuals, 12 participants and eight non-participants. Of the other 12 Liberty Mutual employees who had completed the survey, none refused

an interview; however, due to time conflicts I was not able to interview them. I received permission to tape all interviews except one. To compensate, in this case, I took copious notes.

From a pool of 15 participants and 13 non-participants at Charlestown High School, I interviewed 21, including 12 participants and nine non-participants. I had obtained permission to interview all Charlestown High School teachers and/or administrators who had completed surveys. However, due to conflicting teaching schedules, lunch duties, and extracurricular responsibilities, only 21 of the 28 could actually be interviewed. All the interviews were taped.

From 24 students, representing 12 participants and 12 non-participants, the writer interviewed and taped 20 students, including 10 participants and 10 non-participants. All of these interviews were taped with students' permission.

#### Follow-up Question Survey

At the end of each interview, the writer gave the interviewee the seven-page questionnaire with specific instructions for its completion and a self-addressed, stamped envelope. By the end of July 1982 a total of 52 of the 61 distributed questionnaires were returned. Thirty of these were received from participants, 22 from non-participants.

### Limitations of the Study

This study has a number of limitations. It focuses on only one case, a partnership that is relatively new. The study is post facto, conducted in 1982, so that there are no surveys or interviews to record the attitudes and responses of the participants at the conception of the partnership.

Also, the writer acknowledges the possibility of her own bias influencing this study. To guard against this, the study included non-participants in the partnership programs as well as participants, in equal numbers. Still, the study is subjective, and prone to the weaknesses associated with in-depth interviewing. In addition, I had to rely on the honesty of the interviewees.

Finally, of the many areas of investigation which could have been explored, I limited the study to the six program areas which were defined by the Tri-Lateral Council for Quality Education. Consequently, the research procedures including the Likert-type rating scale, interview protocol, and follow-up question survey were confined to these areas only.

## C H A P T E R   I V

### PRESENTATION OF THE CASE STUDY

This chapter has two parts. The first part examines each criterion, in turn, over the eight-year period of the case study. There is a narrative explanation of each criterion with explanatory examples of programs, followed by a statistical table for that criterion. Further illustrative examples of activities related to each criterion are found in Appendix E, Summary of Partnership Activities.

The second part of the chapter contains the results of the Likert-type survey, showing the findings for each group of interviewees: business personnel, teachers and administrators, and students. Similarities and differences between participants and non-participants are noted. Quotations from interviews are used to illustrate the survey findings. Appendix B includes the six surveys with each group's surveys presented twice--first to illustrate the overall group's findings and a second time to illustrate findings for participants versus non-participants.



## Overview

### Criterion 1: Curriculum Development and Enrichment

Over the eight year partnership period, the writer finds a total of 71 realized programs, including four which are termed Curriculum Development (activities including actual planning, discussing, and/or formulating of new curricula) and 67 which are termed Curriculum Enrichment (activities which supplement or enhance an existing course). There are three categories of Curriculum Enrichment: Actual Courses, Speaker and/or Demonstration, and Other Activities. An Actual Course, defined in consultation with a Tri-Lateral Council spokesperson, Connie Brown, is content matter taught by a Liberty Mutual employee to the same group of students for a period of three or more sessions. A Speaker and/or Demonstration is one or two class sessions conducted by Liberty Mutual personnel. Other Activities include financial or technical assistance to enhance an existing course or the use of Liberty Mutual facilities for the same purpose.

A planning session held in January 1977 (year three) illustrates the very limited nature of work done in the category of Curriculum Development. At that time business and career education faculty members met with two training personnel from Liberty Mutual to receive advice on the purchase and use of computer equipment. The

meeting lasted only 50 minutes and there was no follow-up meeting. The feeling of both teachers and business personnel was that nothing concrete was accomplished.

Offered five different years under three different instructors, the Graphics Arts Course illustrates an Actual Course in the Curriculum Enrichment area. Year seven seemed to be the most successful. A female employee taught eight students the fundamentals of commercial art covering a broad spectrum of audiovisual skills such as typography, design, layout, illustration, and production. She met with the art instructor first to discuss curriculum, to closely screen students, and to ascertain their skills. She insisted on a specific classroom at the school and a split session location, to maximize the efficiency of her time. At Charlestown High School the instructor conducted classroom lectures, and students prepared their art material; at Liberty Mutual students worked in the darkroom operating equipment such as computerized phototypesetters, stat cameras, and sound/slide units. She found this system and structure to be necessary ingredients for a successful mini-course.

The Graphic Arts course during year three was not as successful. The instructor (a different one than in year seven) taught a 17-session course at Liberty Mutual to ten students in grades 10 through 12. She felt her mini-course only fairly productive. She found the students' attitude poor as they seemed to take the subject matter lightly: students regarded the course as a holiday from school rather than a learning experience. The instructor

did not feel the students were carefully screened for this course nor was there any communication between the graphic arts instructor and the art teacher before the course. She also found the lack of sufficient funding to be a problem due to the expense of commercial art supplies. Although the students used only material and equipment supplied by Liberty Mutual, money was lacking for field trips to professional printing departments. Finally, the instructor had not volunteered freely for the task of teaching this course; rather, she was told she must teach it in addition to her other job responsibilities. She received no recognition or commendation for extra time spent in preparing to teach the mini-course.

The Industrial Hygiene and Chemistry field trip held for eight consecutive years represents the most frequent kind of enrichment activity, the Speaker and/or Demonstration type. During year one, on March 6 and 13, 1975, the Chemistry teacher took two of his classes to Liberty Mutual's research center in Hopkinton. There the students were shown exhibits, films, demonstrations, and experiments emphasizing the role of chemists and industrial hygienists. Many students actively participated in research experiments. Students were also given a practical demonstration of Liberty Mutual's "Boston Arm," a mechanical device.

Under Other Activities, the writer finds a total of 17 programs. The Charlestown High School Art Display at Liberty Mutual is a good example. From May 25 through June 1, 1975 (year two), 72 pieces of students' art work were exhibited on the second floor out-

side of the cafeteria at Liberty Mutual. The students prepared ballots for the employees to vote on the best in categories such as weaving, painting and drawing, paper sculpture, and abstract designs. Charlestown High School teachers tabulated the ballots, and Liberty Mutual prepared certificates for the winners. Other examples in this area include the funding of the school newspaper and literary digest and the provision of art materials for an established design course.

Of the five not realized activities the writer finds instances in both development and enrichment. In Curriculum Development there was a major initiative that went nowhere. On April 9, 1976 (year two), the president of Liberty Mutual and representatives of Charlestown High School met with the president of Bunker Hill Community College, located in Charlestown. They discussed the possibility of the two institutions jointly planning curriculum and other ways in which the business and college could influence the quality of education at Charlestown High. Joint planning was never accomplished. Teachers were leery of Bunker Hill Community College's direct involvement, fearing the possible loss of teaching positions if the college assisted in curriculum planning and/or teaching. Liberty Mutual felt its relationship with Charlestown High School had, to this point, been successful; a good relationship had been maintained between the coordinators. The addition of a third partner might cause the relationship to become "too involved" and thus too confusing.

In Curriculum Enrichment, Actual Courses, the Key Punch Course is one of the three not realized activities. Arrangements were made in the fall of 1975 (year two) to have six students from the school learn the equipment at Liberty Mutual's key punch center located at Grove Hall in Roxbury. The session was planned for after school hours, however, and none of the six students chose to make the long trip across the city on public transportation.

Lastly, a not realized Speaker and/or Demonstration is the consultant/speaker requested by Paul Duval, drafting instructor at Charlestown High School, during year four. Duval wanted an architect to come to the school to speak to his drafting and mechanical drawing class. There were only two possible candidates of whom one did not want to participate and the other did not feel comfortable in the role of public speaking. So, no speaker was provided.

Table 1, Summary of Curriculum Development and Enrichment, presents an overview of realized programs and not realized programs. Realized programs are divided into two categories: Curriculum Development and Curriculum Enrichment. As a further point of interest, the writer enumerates separately the number of field trips, guest speakers, and actual courses held at Liberty Mutual and the number of these same activities held at Charlestown High School. More than three times as many speaker and/or demonstrations were held at Liberty Mutual.





## Criterion 2: Upgrading Teachers' Skills

Upgrading Teachers' Skills includes activities differentiated by the writer as follows: Training (programs providing teachers with specific skills on new equipment); Exposure to Business/Technological Advancements (programs exposing teachers to business through interaction with Liberty Mutual on visits, courses, or internships); and Consultant/Resource (programs involving Liberty Mutual personnel giving advice or direction to assist teachers in areas unfamiliar to them). This criterion shows the fewest realized programs with a total of only seven.

Of the two Training programs, the Key Punch training is a good example. During the first year of the partnership a business teacher requested training in key punch operations. The director of Liberty Mutual's key punch center presented a training filmstrip and gave him a tour of the center. Additionally Liberty Mutual offered to give him training on the equipment during the summer.

In the Exposure to Business/Technological Advancements category there are three realized programs. The Partnership Exploration Day in year six during which Liberty Mutual and the Tri-Lateral hosted a one-day seminar is an example. Five faculty members completed a pre-planning survey which served as a basis for structuring the exploration activities. The teachers toured the plant, had an opportunity to talk with personnel from many departments, and

participated in a demonstration of several employee training and development programs. The participants felt the day worthwhile and informative. Activity surveys they completed showed a marked improvement in awareness of the company's resources, entry level jobs, and career options. Liberty Mutual, on the other hand, was very disappointed with the Exploration Day. Despite the comprehensive schedule, three of the five teachers left after the first tour. Liberty Mutual questioned the choice of teachers; company personnel felt they had arranged an educationally sound and informative day yet the activity had not been taken seriously.

The utilization of photo lab consultants during year three represents one of two Consultant/Resource Programs. Art and English teachers requested from George DiSario and Bill Shields of Liberty Mutual's Photography Department specific advice and suggestions for ordering hardware and photographic supplies to set up a darkroom. Besides these suggestions, Liberty Mutual gave Charlestown High School equipment such as an enlarger, chemicals, and paper. Thus, the darkroom was sufficiently supplied to begin a photography course.

Four programs were initiated but never completed under Criterion 2. One was a proposed teacher internship during year five. The program director of the Kennedy Center asked Liberty Mutual to hire teachers as consultants during July and August. The primary goal of this activity was to have teachers learn more about what is current in business, and industry's expectations for prospective employees. Also, the experience would give teachers a chance to utilize their

strengths in a business setting and to learn accurate information that could be passed along to students. The program director forwarded a number of profiles giving information on interested teachers. Although several teachers were very interested, no one was hired. Liberty Mutual said that it did not find it possible to hire additional personnel even temporarily.

Table 2 summarizes the occurrences of Upgrading Teachers' Skills during the eight years of the partnership.



### Criterion 3: Direct Delivery of Services to Students

Direct Delivery of Services to Students contains the following headings: New Course, Speaker and/or Demonstration, Internship, and Funding. The writer defines a New Course as direct teaching by a Liberty Mutual employee for three or more class sessions on a subject that represents a new addition to Charlestown High School's course offerings. Speaker and/or Demonstration represents a Liberty Mutual employee giving a one- or two-session talk or lecture, perhaps using displays or demonstrations. An Internship is three or more class sessions spent at Liberty Mutual by students, with or without pay, either to complete a project or to learn a skill. There were so many instances of Liberty Mutual's funding of activities that I grouped them into four sub-categories: Funding a Course (Liberty Mutual pays tuition for an educational activity); Funding a Scholarship (Liberty Mutual awards a monetary gift to be used by the student towards college tuition); Funding Cultural Events (Liberty Mutual purchases tickets or funds events for the students); and Funding: Other (Liberty Mutual purchases items such as trophies, ads in the yearbook, and the like).

Criterion 3 has the second highest number of realized activities, a total of 43. Eight of these are grouped under the New Course heading. The Photography Course during year seven, taught by Liberty Mutual personnel to five students for a nine-week period one morning a week, is an example. The course was very structured. All classes were held at the school instead of Liberty Mutual although

earlier sessions of this activity had been conducted on company premises. The change in location was a result of a camera theft from Liberty Mutual during 1979, coupled with the fact that time was not always available at Liberty Mutual's darkroom. The instructor lectured for the first four sessions, then for the remaining sessions she taught the principles of developing prints with darkroom techniques. Students had specific assignments for each class period and a definite goal for the culmination of the mini-course. A photographic display was held in the library with each student's best three or four photographs enlarged and mounted. The students made refreshments and invited all the teachers and students to view their display. Approximately 30 hours were spent by the instructor in planning and preparation for the course. There were no problems with students; they were very conscientious and serious about learning the subject matter. Both instructor and students felt comfortable with the organizational structure, goals, and results of the course. The teacher was amazed at how much the students had learned.

The Key Punch training lecture and demonstration is the one example of a Speaker held year one, on March 19, 1975. At that time the business teacher and four students visited the key punch operation in Liberty Mutual's Financial Department. A personnel supervisor gave the students a 45 minute demonstration on operating the key punch equipment. Since Charlestown High School had no key punch equipment, this brief exposure demonstrated to the students some of the equipment found in the business world.



The one realized Internship happened during year two when a senior was allowed to work in the Photography Department. He received no money, but was allowed to use the facilities of the darkroom, photographic equipment, and supplies. This represents a rare exception as the business coordinator of Liberty Mutual generally frowned upon allowing internships.

There are 33 instances of Funding, which are differentiated into four sub-categories. Under Funding a Course, the Close-Up trip to Washington is a representative type occurring six times during the eight years of partnership. During year three, the history teacher requested that Liberty Mutual help sponsor two students' attendance at a week-long program in Washington, D.C. to observe practical politics in action through briefings, seminars, and discussions with key figures in government. Scholarship Funding began during the 1976-1977 school year when Liberty Mutual participated in the P.A.Y.S. Scholarship Program providing a \$1,000 scholarship to a deserving senior to be applied toward his/her college tuition. This continued for five more years. There were seven instances of Funding Cultural Events, ranging from purchasing Museum of Science and Aquarium tickets to funding of the Young Audiences of Massachusetts. Finally, there were 12 instances of Other Funding, which included purchasing of sports trophies, ads in the yearbook and providing financial support for special needs students participation in the Boston Invitational Olympics.

Of the six not realized programs, two represent Courses which were initiated but not continued. The Junior Achievement Course is one example. During year three of the partnership, personnel of Liberty Mutual met with the business teacher concerning the feasibility of starting Junior Achievement (an organization to allow students to initiate and operate businesses) at Charlestown High School. What is unique about this request is the fact that it represented the only example of Liberty Mutual actually initiating a program without a request from the school. During the fall of 1976, the business teacher attempted with his students and Liberty Mutual personnel to conduct Junior Achievement classes, using the yearbook as the marketable product; this was unsuccessful. Liberty Mutual had sent two of its best employees to assist in the business aspects of finances, setting up a corporation, and running a business. However, the business teacher felt these personnel did not have the expertise to interest high school students in designing and publishing a yearbook. Therefore, because of the students' apathy this activity was discontinued and the Junior Achievement course was dissolved.

As mentioned earlier, Liberty Mutual was reluctant to allow internships. During the 1974-1975 school year the Coordinator for Executive Internship Programs for the Boston Public Schools asked Liberty Mutual to sponsor a student at the company. The student would not be paid, but would be on leave from the high school, and serve as a full time special assistant to an Executive Sponsor at Liberty Mutual. The intern would be required to attend important meetings and

conferences, prepare vital reports, and participate in seminars with administrative officials. The Boston School Department considered the Executive Internship Program to be a viable educational activity as it introduced high school students to concepts of management and provided close association with effective leaders, human service professionals, and community residents. Liberty Mutual turned down this request.

Under Funding a Scholarship, during year seven, Liberty Mutual denied a request from a teacher of the Design Program to sponsor a student's tuition at the Boston Architecture Center.

Lastly, under Other Funding, Liberty Mutual did not fund the Charlestown High School Football Camp. In the spring of 1976, the physical education teacher requested that Liberty Mutual budget \$1600 to send 50 members of his football team to Camp Wing, a summer football camp. Liberty Mutual refused the request, saying the basic philosophy of the partnership was not one of financial support, but rather one of providing business resources, expertise, and personnel to enhance the educational process at Charlestown High School.

Table 3 summarizes services delivered directly to students during the eight year partnership.

Table 3: Summary of Direct Delivery of Services to Students

## A: Programs Realized

Year	#1	#2	#3	#4	#5	#6	#7	#8	Total
Total Realized	6	6	4	6	5	5	6	5	43
New Course	1	1	1	2	2	0	1	0	8
Speaker and/or Demonstration	1	0	0	0	0	0	0	0	1
Internship	0	1	0	0	0	0	0	0	1
Funding: Courses	1	1	1	1	1	1	1	1	8
Scholarships	0	0	1	1	1	1	1	1	6
Cultural Events	1	1	0	1	1	1	1	1	7
Other	2	2	1	1	0	2	2	2	12

## B: Programs Not Realized

Year	#1	#2	#3	#4	#5	#6	#7	#8	Total
Total Not Realized	1	1	1	0	0	2	1	0	6
New Courses	0	0	1	0	0	1	0	0	2
Speaker and/or Demonstration	0	0	0	0	0	0	0	0	0
Internship	1	0	0	0	0	0	0	0	1
Funding: Courses	0	0	0	0	0	0	0	0	0
Scholarships	0	0	0	0	0	1	1	0	2
Cultural Events	0	0	0	0	0	0	0	0	0
Other	0	1	0	0	0	0	0	0	1

#### Criterion 4: Management Assistance

The writer differentiates Management Assistance under five headings: Lending of Liberty Mutual Personnel (person serving on a task force or screening committee, or being a judge); Use of Liberty Mutual Facilities; Use of Liberty Mutual Resources for Publications; Funding; and Use of Liberty Mutual Personnel as Consultants.

There are 14 instances of Liberty Mutual's Management Assistance to Charlestown High School, of which five involve Utilization of Liberty Mutual Personnel. Liberty Mutual's coordinator of the school/business partnership has assisted Charlestown High School by serving on its screening committee to interview and select students for the P.A.Y.S. Scholarship.

The only instance involving the Use of a Facility was during year two when Charlestown High School provided its facilities for Liberty Mutual's Annual Meeting of the Acoustical Society of America. The engineers of this group needed a large facility; Charlestown High School arranged to have this meeting held at the nearby Kent School. What is unique about this activity is the fact that it is one of the rare instances in which the school could assist Liberty Mutual in a managerial problem.

Also during year two Liberty Mutual helped Charlestown High School by providing its resources to publish a brochure describing the Liberty Mutual Insurance Company/Charlestown High School Partnership program. These brochures were distributed to the faculty and copies were mailed to the parents of the students.

During year seven the financing of 50 copies of the pamphlet "You're in the Drivers Seat, A Guide to Massachusetts Government" is one of the three instances of Funding. These booklets were a result of a joint project of the League of Women Voters and the Massachusetts Teachers' Association. The pamphlets were used by the administration as a resource for implementing a government course at the school.

Finally there are two occasions of Liberty Mutual serving as a Consultant. One instance during year three involved the school's business coordinator requesting help from Liberty Mutual in his additional duty as cultural enrichment coordinator. He needed to keep abreast of all cultural, social, and educational events in Boston and publicize this information to Charlestown High School faculty and students. An employee in charge of the "Liberty Mutual Club," which published a weekly newsletter to the employees describing upcoming events, served as a consultant giving him ideas for planning programs and suggestions for contacting various appropriate organizations.

There are five instances of requests for Management Assistance which Liberty Mutual was unable to provide. One was the lending of a Liberty Mutual employee during year three. The teacher in charge of Charlestown High School's Learning Center requested from Liberty Mutual the loan of a business employee one morning a week to assist her in teaching bookkeeping and in operating the equipment in the Learning Center. This request was denied as Liberty Mutual chose not to spare any personnel.



One of two instances of Liberty Mutual not agreeing to provide facilities was during year one when Charlestown High School requested that Liberty Mutual provide the Community District Advisory Council a neutral location to hold its meetings during the explosive months of busing. Liberty Mutual said it would prefer to sustain a neutral position and a low profile in the desegregation issue. The company also said it did not have the appropriate facilities available.

Finally, during year three Liberty Mutual did not fund the cost of 70 tickets for a luncheon at the Holiday Inn hosting the National Honor Society.

Table 4 provides a summary of instances of Management Assistance in the partnership.



### Criterion 5: Quality of Guidance/Job Preparation

The writer groups Guidance/Job Preparation programs under four headings: Data to Guidance Department (information on jobs, pamphlets and studies of jobs, job hunting techniques, skills of writing a resume); Speaker and/or Demonstration (any guest speakers who lecture specifically on different careers, job hunting skills); Career Day (Job Fair and College Day); and Mini-Course (guest speakers who lecture to the same group of students for three days).

There are 22 realized programs under this criterion. Three represent giving data to the Guidance Department. One example of this is the J.O.B.S. (Job Opportunities--A Boston Survey) Booklet published in May 1979 by the Massachusetts Port Authority. J.O.B.S. is a comprehensive education booklet designed to help reduce youth unemployment. The booklet published the salary, skill data, and educational requirements of 280 specific jobs. Liberty Mutual gathered information on their positions and forwarded this to the Tri-Lateral Council. Since J.O.B.S. was accompanied by student worksheets and a detailed index for teacher use, Liberty Mutual personnel and a Charleston High School guidance counselor used the booklet as a teaching aid for juniors and seniors.

Of the eight instances of guest speakers, the program in which Charleston High School graduates spoke regarding their jobs is representative. During year three of the partnership the guidance counselor suggested the possibility of former Charlestown High students, who were now Liberty Mutual Insurance Company employees,

addressing seniors at the school concerning their jobs' responsibilities and the educational background they required. In the spring of 1977 two graduates spoke to the students. This activity allowed high school students to see their peers, now in the work field, giving information concerning the real world of work and the relevance of their school work to it.

The Career Day at Charlestown High School on April 28, 1976 exemplifies the Career Day category. Sixty seniors attended this fair in which representative speakers explained the fields of retailing, hotel management, accounting and business. Liberty Mutual employees spoke regarding the secretarial field.

Finally, a typical example of the Mini-Course is the Job Hunting Technique Sessions held for three days at the school during year four. Liberty Mutual personnel taught students how to write resumes, complete applications, and develop an awareness of what a prospective employer looks for in an applicant. Material for this course was secured from the text GETA JOB which Liberty Mutual had purchased for Charlestown High School during the 1976-77 school year.

There are three instances of initiated but not realized programs for this criterion. Two are in the Speaker category of which the professional consortia is a good example. The Tri-Lateral Council during year one had engaged the services of professionals in areas such as public accounting, real estate, architecture, and law to speak about their professions and the education and training required for these careers. Teachers requested guest speakers in accounting

and legal areas; however because of conflicts in schedules between personnel's duties and teachers' and students' class schedules, this activity was never realized.

The single Mini-Course which was not completed was Liberty Mutual's attempt to hold simulation employment interviews during year four. Arrangements were made to have three to five students, three days a week, undergo the preemployment process by completing Liberty Mutual's application, screening, interviewing, and testing. Students could receive a real work experience by undergoing the actual event. The technical aspects of blocking a time space for the students was somewhat difficult for Liberty Mutual and the time allotted for students was after school hours. Despite the teachers' encouragement, no Charlestown High School student participated.

Table 5 summarizes the Guidance/Job Preparation activities of the eight years of partnership.

Table 5: Summary of Quality of Guidance/Job Preparation

## A: Programs Realized

Year	#1	#2	#3	#4	#5	#6	#7	#8	Total
Total Realized	3	2	3	4	2	1	1	4	20
Data to Guidance Department	1	0	0	1	1	0	0	0	3
Speaker and/or Demonstration	2	1	2	3	0	0	0	0	8
Career Day	0	1	0	0	0	0	0	3	4
Mini-Course	0	0	1	0	1	1	1	1	5

## B: Programs Not Realized

Year	#1	#2	#3	#4	#5	#6	#7	#8	Total
Total Not Realized	2	0	0	1	0	0	0	0	3
Data to Guidance Department	0	0	0	0	0	0	0	0	0
Speaker and/or Demonstration	2	0	0	0	0	0	0	0	2
Career Day	0	0	0	0	0	0	0	0	0
Mini-Course	0	0	0	1	0	0	0	0	1



### Criterion 6: Job Placement

There are four categories of Job Placement: Part-time Employment (work after school), Summer Employment, Full-time Employment, and Internship (employment at Liberty Mutual with or without pay).

Each year of the partnership Liberty Mutual hired students (27 in total) from Charlestown's Distributive Education Program on a part-time basis. Students in this program were dismissed from school at 11:00 a.m. for this purpose. A total of 47 students were hired for the summer over eight years under various government and state funded programs. Seventy-one students were hired full-time at Liberty Mutual; the largest numbers were during years three and five with decreases after that. Finally, there was only one instance, during year five, in which Liberty Mutual hired a paid intern. A male senior was employed on a half-day basis under Project Y.E.S. to work on the layout of the Charlestown High School yearbook. He worked through the summer under the direction of the Personnel Development Department until the yearbook was completed.

The author finds six activities initiated but not completed in regard to Job Placement. The one part-time job that was denied involved a request from the special needs coordinator, during year seven, to provide cleaning and maintenance jobs after school to special needs students. Liberty Mutual turned down this request, saying that the only part-time personnel it wanted to employ were the students from the Distributive Education Course.

The Career Exploration-Summer Work Program, during year five, is one of two examples of a summer employment program that was not realized. Liberty Mutual did not participate in the Kennedy Center's (Charlestown's community center) career work program. The Director requested that Liberty Mutual allocate two temporary positions to Charlestown High School students. Candidates would be screened by both the Kennedy Center and Liberty Mutual. The students would work full-time, but would spend three hours per week with eight other enrollees from other participating companies in a career education seminar. Thus, the students would gain summer employment and an additional educational component. Liberty Mutual did not employ any additional students on the ground that it was already participating in the P.A.Y.S. program.

Finally, there was a request for three student internships during year eight. The bilingual coordinator and business teacher suggested that several students be allowed to work at Liberty Mutual completing activities which were not actual work assignments. For instance, students could learn filing and typing but not do actual work assignments as they were not employees and were not getting paid. Liberty Mutual, although it had always been wary of internships, encouraged the teachers in this case to write a proposal specifying their needs and wants from Liberty Mutual. The teachers did not do so and thus this activity did not materialize.

Table 6 summarizes Job Placements with tallies representing both number of programs and number of students hired in each of these programs types.

Table 6: Summary of Job Placement

## A: Programs Realized

Number in regular print on top line is number of programs;  
 Number in **bold print** (second line) is number of students involved.

Year	#1	#2	#3	#4	#5	#6	#7	#8	Total
Total Realized	3	3	3	4	4	3	5	3	28
Part-time Employment	1 2	1 3	1 4	1 6	1 3	1 3	1 5	1 1	8 27
Summer Employment	1 2	1 5	1 2	2 22	1 2	1 2	3 6	1 6	11 47
Full-time Employment	1 9	1 10	1 11	1 10	1 11	1 9	1 6	1 5	8 71
Internship	0 0	0 0	0 0	0 0	1 1	0 0	0 0	0 0	1 1

## B: Programs Not Realized

Year	#1	#2	#3	#4	#5	#6	#7	#8	Total
Total Not Realized	1	0	1	1	1	0	1	1	6
Part-time Employment	0	0	0	0	0	0	1	0	1
Summer Employment	0	0	0	1	1	0	0	0	2
Full-time Employment	0	0	0	0	0	0	0	0	0
Internship	1	0	1	0	0	0	0	1	3

### Summary of Programs of the Eight Year Partnership

Table 8, Summary of the Programs of the Eight Year Partnership, presents an overview of the six criteria over the eight-year period for both realized and not realized programs. Criteria are listed vertically, while case study years are listed horizontally. Numbers in each square indicate actual occurrences of, or lack of programs. Criterion 6 (in the realized table) includes a second number, below the first and in bold print, which represents the actual number of job placements.

Over the eight-year period there were 183 completed programs: The highest number were under Criterion 1, Curriculum Development and Enrichment with a total of 71. Criterion 3, Direct Delivery of Services to Students, shows the second highest number of programs, 43, distributed about equally over each of the eight years. Criterion 2, Upgrading Teachers' Skills, ranked the lowest of the six criteria. There were only seven programs over the eight-year span, with one program undertaken each year with the exception of year six.

There were 29 attempted but not realized programs over the eight case study years. Data from Criterion 3 and Criterion 6 both indicated six attempted but not realized programs. Finally, the lowest number of attempted but not completed programs falls under Guidance/Job Preparation in which there were only three attempted programs not completed.

Table 8: Summary of Programs of the Eight Year Partnership

## A: Programs Realized

Year	#1	#2	#3	#4	#5	#6	#7	#8	total
Total Programs	24	31	29	24	20	16	22	19	183
Curriculum Development and Enrichment	10	12	15	9	7	5	8	5	71
Upgrading Teachers' Skills	1	1	1	1	0	1	1	1	7
Direct Delivery of Services to Students	6	6	4	6	5	5	6	6	43
Management Assistance	0	6	3	1	2	0	1	1	14
Quality of Guidance/ Job Preparation	3	2	3	4	2	1	1	4	20
Job/Placement (students)	3	3	3	4	4	3	5	3	28
	13	18	17	38	17	14	17	12	146

## B: Programs Not Realized

Year	#1	#2	#3	#4	#5	#6	#7	#8	total
Total Programs Not Realized	6	4	4	3	4	5	2	1	29
Curriculum Development and Enrichment	1	2	0	1	0	1	0	0	5
Upgrading Teachers' Skills	0	1	0	0	2	1	0	0	4
Direct Delivery of Services to Students	1	1	1	0	0	2	1	0	6
Management Assistance	1	0	2	0	1	1	0	0	5
Quality of Guidance/ Job Preparation	2	0	0	1	0	0	0	0	3
Job/Placement	1	0	1	1	1	0	1	1	6



### Narrative Analysis of Likert-type Survey with Interview Data

The six surveys in Appendix B give an overview of what teachers, business personnel, and students think a business partnership should accomplish. These results provide comparisons with what has actually happened.

In regard to General Information about the partnership (questions 1, 2, 3, 9, and 21), the survey shows teachers, business personnel, and students all agree or strongly agree with the formation of Charlestown High School/Liberty Mutual partnership. Of all participants, over 60% agree that they understand clearly the goals and objectives of the partnership while less than 50% of non-participants indicate they understand. Interview responses from participants quote goals such as "to expose and introduce students to the business world," "to make curriculum responsive to the needs of business," or "to match company's expertise and resources with the educational needs of students." A non-participant says "I think I knew them [the goals] originally, but I couldn't tell you now."

Over 75% of all individuals surveyed agree that business should share with educators the task of improving public education. Confusion, however, seems to lie in the means of initiating such activities. Charlestown High School's business coordinator feels, "There is a tremendous amount of difficulty in getting people involved. It is unbelievable what Liberty Mutual would like to do for

the school and is willing to do for the school . . . but you don't give a shopping list of things that people [Liberty Mutual personnel] can do and have teachers choose. That's what some people would like Liberty Mutual to do. . . . The partnership is not to give teachers a menu and say choose what you like--the teacher must initiate and request a service."

To the contrary, a Charlestown High School teacher says:

I really don't know what their [Liberty Mutual] resources are; Liberty Mutual personnel have to be more aggressive in terms of presenting to the faculty what it can offer. The company needs to be more aggressive in terms of creating new programs for the students, instead of waiting for us to go to them and ask for specific things.

A Liberty Mutual employee tends to agree with the Charlestown High School coordinator: "Educators have to determine themselves where they have needs and how we can help them. They have to do the thinking. I think it's a little bit of a cop-out to thrust this very personal, professional decision on someone else."

More than 85% of all teachers surveyed are strongly enthusiastic about business providing input and suggestions into their curriculum (Curriculum Development questions 4, 5, and 6). Over 70% of both groups of teachers welcome model curricula written by business. Only 7.6% of participating teachers fear business may try to dictate curriculum.

An English teacher says, "Any teacher who is creative in any sense would say fine, I'd welcome suggestions and input in my curriculum. I'd adopt the suggestions and improve my course of study." A

business teacher says, "In many cases we're behind. Liberty Mutual should know what is current in material and machines, and thus help teachers update their curriculum offerings." Of the teachers who disagree with business being involved with curriculum planning, one says, "I have mixed feelings about business input. I see only a limited role for the business. I don't think they have the key necessarily to solve our math problems, our English problems, etc."

Of participating business personnel, over 61% feel they should provide suggestions and input into the school's curriculum, as compared to 42.8% of the non-participating personnel. Moreover, only 28% of the non-participating personnel would be willing to help with model curricula.

The Liberty Mutual business coordinator comments on the partnership's lack of actual curriculum development when he says, "It sounds at first like it [curriculum development] would be easy to get done, but over the years we have not done too much [of it]. Most of our undertakings have been more on one-shot things . . . more enrichment type of activities." However, the coordinator also points out, "Nobody has ever come and says, 'This is what I teach, what do you think about it?'" He continues:

As a business, I don't think it is our responsibility to go into the school and ask what the teachers are teaching. However, if a department head wrote a proposal and said this is my curriculum, and I would like it evaluated and reviewed by business, I think some hard work could be done on it. . . . There are many people in this company we haven't tapped yet. . . . There are accountants, lawyers, artists, photographers, chemists, journalists.

He finishes: "Liberty Mutual won't take the initiative, but if Charlestown High School came with a specific request we would certainly get it for them."

Approximately 28% of participating and non-participating personnel do not want to get involved in helping to write curricula for teachers. One business person says, "I don't think business has any right to go into an educational system and tell them what to do." Another comments, "I don't think the company has the right to even suggest a curriculum change, but we can give them equipment and supplies."

Concerning Curriculum Enrichment Activities (questions 7, 13, and 17) over 90% of teachers and students, participating and non-participating, agree or strongly agree with the concept of a business person teaching a course of a supplementary nature at the school. The special needs teacher says, "The youngsters related well to them [Liberty Mutual personnel]. They didn't see them strictly as teachers. The business personnel had a fresh input as to how they dealt with the youngsters. All in all, it was marvelous!" A graphic arts student says, "Before I took the mini-course I thought I liked graphic arts, now I know I do, and I'm going to college next year for it."

Close to 80% of business personnel agree that they would be in favor of teaching a mini-course. "I found my group of students very enthusiastic about the course. It was great for me to leave the company for a while too."

In regard to Upgrading Teachers' Skills (questions 8, 10, 11, and 12) all groups--teachers, business personnel, and students, participating and non-participating alike--agree overwhelmingly that schools need help in meeting the demands placed upon them in a period of rapid technological and social change. A Charlestown High School teacher says, "We need help, a lot, to keep up with the trend, and keep up with the literature, the equipment and everything that is new coming down the road."

Teachers also overwhelmingly feel that Liberty Mutual should sponsor workshops to help teachers and administrators update their skills. Among Liberty Mutual employees, however, there is much more enthusiasm for this idea among non-participants than among participants. Fully 75% of personnel who have never participated in partnership activities are in favor of the company sponsoring workshops, and 71% of this same group would consider assisting in organizing internships for teachers and administrators. But of the company personnel who has actually been participants in collaborative activities with the school, only 44% favor company-sponsored workshops for teachers and only 21% would be willing to help organize an internship.

A Charlestown High School teacher says, "There is a much greater need for teachers to be aware of what the demands of industry are, and one of the best ways to find out is direct involvement with people in industry." A Liberty Mutual employee in favor of the company sponsoring teacher workshops says, "Regardless of the subject



being taught, a teacher should know what is going on outside [the classroom], even though it's not necessarily within their specialty."

Another employee remarks:

There is an advantage in having someone from the school here [at Liberty Mutual] participating in a teacher internship or workshop. It develops a different relationship. Also, the strangeness of unfamiliar surroundings gets broken down when a relationship between peer groups is established.

However, another company employee, with experience in partnership activities disagrees: "A teacher internship is not possible, not really. None of us have any time. We lost one employee who the company is not going to replace. Teaching requires time, patience, effort, and thought. We just don't have the time."

When discussing Direct Delivery of Services to Students (questions 14, 15, 16, 18, 19, and 20) more than 85% of all groups, teachers, business personnel, and students agree that Liberty Mutual should provide resources such as guest speakers, filmstrips, and technical assistance to improve the quality of education at the school. A student says, "Sometimes the class can be boring, but when we see a filmstrip or movie, or have a speaker come to talk to us, it just makes it more interesting."

Many business personnel do not agree with the almost 90% of participating and non-participating teachers who feel Liberty Mutual should financially support "enrichment" activities such as art festivals, concerts, tours, and Close-Up trips to Washington. In fact, only 16.6% of participating business personnel agree Liberty Mutual



should make this financial commitment as opposed to 57% of non-participating personnel. One Liberty Mutual participant says, "Let the student do more and maybe he'll appreciate it. Maybe we're giving too much to the student and the school."

Still, the teachers are appreciative of Liberty Mutual's financial assistance. A history teacher says, "I'm amazed at how much Liberty Mutual has done and wants to do for us." A student says, "In Hopkinton I saw actual experiments and equipment that I never saw in my chemistry class. It was more like science and not just a textbook."

Concerning the issue of field trips, more than 90% of participating and non-participating teachers, business personnel, and students agree that students should be selected carefully according to interest and aptitude to attend a field trip. A Graphic Arts employee states, "The problem was the attitude of the students. They have no initiative, showed no effort. They told me point blank that the majority of students came here to get out of school." A teacher comments, "We have to carefully select the students, prepare them for the field trip and have follow-up programs the next day to show them the importance of the activity." A student comments, "If our group is too large, there's someone who's going to fool around, because he's not really interested. This ruins it for all of us."

There is a large variety of opinions when considering if Liberty Mutual should give Management Assistance to the administration (questions 22, and 23). Of the participating teachers, 67% think

Liberty Mutual should assist the school's administration by serving on screening committees, task force teams, and transition teams as opposed to only 33% of non-participating teachers. An opposite ratio is seen with business personnel: only 16% of participating personnel agree, with 55% undecided, while 42% of non-participating personnel agree that the company should help in this way and 57% are undecided. Of the participating students 74% think it is a good idea to have Liberty Mutual personnel serve on screening committees that might affect them. One student comments, "When I was interviewed for my summer job (P.A.Y.S) a man from Liberty Mutual was there. I felt like I was at a real interview. Later, when I went for another interview I got the job."

Regarding Liberty Mutual assisting Charlestown High School in teaching management techniques, of the participating and non-participating teachers, over 86% agree that the school could use the company's help. One teacher states, "Liberty Mutual runs a multi-million dollar business organization probably a tad more effectively than we operate this building. We certainly could use their help." Another teacher comments, "We could use help in streamlining office functions, keeping records, filing disciplinary forms." Still another teacher asks: "I'd like Liberty Mutual to give us suggestions in solving attendance and tardiness problems. They must have these problems, too. How do they solve them?"

More than 85% of Liberty Mutual personnel, both participating and non-participating, agree that the company could assist Charlestown High School's administration in management matters. An assistant vice-president comments, "The company has seminars in management techniques, problem solving, stress, personal growth, negotiating and communications. We run our own programs, and we would be more than happy to invite some members from the teaching staff to take part in them." He also adds that Liberty Mutual has many correspondence courses which the company could make available to the administration.

Regarding the criterion of Guidance/Job Preparation (questions 24, 25, 26, and 27) all teachers, administrators, business personnel, and students either agree or strongly agree that education should include preparation for the world of work. A history teacher says, "Our primary obligation as teachers is to prepare students for their careers. In theory we want young people to contribute to society and that means working. So, we should be doing everything possible to make them ready for society." However, knowing that preparing students for the world of work is a primary concern of educators, business personnel and students do not think that this is being done. Less than 23% of participating and non-participating teachers feel Charlestown High School students graduate from high school with the specific knowledge, skills, and attitudes necessary to find a job. Only 24% of students think they are qualified, and only 11% of business personnel think high school graduates are prepared for the

world of work. A student comments, "I don't know anything about finding a job. I wouldn't know where to begin." Another student says, "When I apply for a job I don't put down I ever took typing. I'm embarrassed because I can't type."

Teachers do feel Liberty Mutual could help in teaching career development concepts, such as job hunting techniques, interviewing skills, and writing resumes and job applications. Of the participating and non-participating teachers, 61% feel Liberty Mutual has been helpful in this area. "The students really listened to the speaker. We can say things 1,000 times and sometimes it goes in one ear and out the other. The students really seemed to pay attention to the personnel from Liberty Mutual." Another teacher says, "Absolutely, they [Liberty Mutual personnel] were helpful. The students realized they were on the other side of the desk. When personnel conducted a mock interview with the students, they turned it into a game, but the kids listened and paid attention."

Regarding the students, 74% of those participating and 41% of the non-participating, feel Liberty Mutual had helped them or could prepare them for jobs. One student says, "I figured she knew what she was talking about. She's probably seen hundreds of kids who were applying for jobs."

Teachers, 91% of those participating and 79% of those non-participating, and students, 58% of those participating and 41% of those non-participating, think the guidance counselor needs Liberty Mutual to provide employment forecasts and statistics for students. A

teacher says, "We don't make a great use of our guidance department. I'd like to see Liberty Mutual give the guidance counselor information as to what we should be teaching our students to prepare them for employment." Another teacher says, "We have to educate our students to survive; we have to give them survival skills. Liberty Mutual should tell the guidance department what the job market looks like; so we [the teachers] can update our curriculum to make it relevant." However, the guidance counselor says, "I'm not sure if additional information from Liberty Mutual on job forecasts would help me out. I have so much information coming in of all types, I can only give it a cursory look. Unfortunately, I don't have an opportunity to implement a lot of it." A math teacher adds, "Information on the job market given to the guidance counselor would be great; but unless it's pushed on to the other departments, what use would it have?"

Students, however, want job and career information. One student says, "I know everyone is talking about computers. I'd like to know where I could go to school for that."

Criterion 6, Job Placement (questions 28 and 29) reflects a difference of opinion between students and Liberty Mutual personnel and teachers. Only 30% of participating teachers and 32% of non-participating teachers think Liberty Mutual should guarantee jobs to Charlestown High School students. A math teacher says, "No one should be given a job unconditionally. We have too many quotas already." An administrator says, "You can't expect any company to guarantee jobs



to students. I think since we are paired with Liberty Mutual, if we have a number of students who fit their needs, perhaps they would give preference to them." However, one teacher disagrees: "I think Liberty Mutual should guarantee jobs to our students. It doesn't make any sense if we are their partner, and yet, students from other schools have the same opportunity at getting jobs at Liberty Mutual."

Only 11% of participating Liberty Mutual personnel and 14% of non-participating personnel agree that the company should guarantee a certain number of jobs to Charlestown High School. One Liberty Mutual employee says, "In theory it would be nice if we could guarantee jobs, but the reality is, Liberty Mutual is not doing a lot of hiring." An assistant vice-president says, "We can't guarantee jobs; we can't even show preference because that would violate the Equal Employment Opportunity Act. We can't show preference to any group."

Students, however, think for the most part that Liberty Mutual should guarantee jobs. According to the survey, over 90% of both participating and non-participating students were in favor of this. One student says, "If they're our partner, why shouldn't they set aside jobs for us?" Another student comments, "I don't think they should just give them to us; but if we're not qualified, can't they teach us?"



Finally, examining whether Liberty Mutual should provide placement and follow-up services for graduating seniors, 18.8% of business personnel disagree and 62.5% are undecided. Teachers (53.%) disagree that Liberty Mutual should assist in this area. An English teacher says,

It would be wonderful if Liberty Mutual 'could' provide placement services for seniors but 'should' is unrealistic. The company is in business for itself, and we may take advantage of no cost items or tax deductible services to the school. But, when things become cost items, we have to be realistic in our requests.

Another teacher comments, "I think we have to be reasonable about what we ask from these companies. Placement services for graduating seniors is beyond their obligation."

## C H A P T E R V

### FINDINGS, INTERPRETATIONS AND RECOMMENDATIONS

#### Overview

Samuel Burt and Leon Lessinger, as discussed in Chapter II of this study, identified a number of attitudes on the side of industry and on the side of schools that can hinder the development of a mutually beneficial working relationship. In the case of the partnership examined here, several of the attitudes mentioned by Burt and Lessinger appear to have been present, and do appear to have weakened the partnership's effectiveness.

In general, neither the school nor the business sector had a clear idea--and there was no mutual agreement--as to the mission, goals, and varied possibilities of the partnership. On the school side, school administrators and teachers were confused as to the resources and varied professions that are housed in an insurance company and unsure how to take advantage of them. School administrators did not encourage partnership activities beyond the base levels of funding, guest speakers, field trips, allocations of jobs for students, and the like. The administration rarely allowed department heads and teachers time to meet with business personnel, thereby negating any possible company assistance in the planning of curriculum

or administrative procedures. Indeed, administrators seemed to manifest a fear or mistrust of business personnel being involved in any school matters beyond the most simple interactions.

Industry, too, was confused as to the method of interacting with school administrators and teachers, and confused as to what extent it could make demands or become involved. Moreover, there was a lack of careful planning to facilitate the participation of business personnel in school activities. Such planning could have included extra staffing and/or reduction in job responsibilities in order to free company personnel to teach courses to students or help teachers sharpen their skills. Finally, although there was a general commitment to help the school, the corporate partner made no specific arrangements to assist in matters of curriculum revision or administrative procedures.

### Summary of Findings

The level of collaboration at which partners might aspire is a function of a variety of factors, a major one being that of external environment. During specified partnership years which involved court-ordered desegregation, conditions of unrest and often violence existed. This resulted in strong emphasis by teachers and administrators on maintaining order and stability in the school. Although some teachers view the shake-up in the school system as a stimulus for

revising their teaching methods to cope with new problems and opportunities, others felt that the turbulent environment hindered any creative endeavors.

Thus, within this context, the writer finds the following partnership activities in descending order had the most number of actual occurrences:

1. Financial grants, given by Liberty Mutual in support of such items as courses, scholarships, cultural events, art supplies, and publications, constituted the most frequently occurring type of partnership activity. Grant requests were given prompt consideration and almost always fulfilled.

2. The utilization of business personnel as guest speakers ranks second in the case study's realized activities. Usually a speaker was brought in for a single presentation in his or her field of expertise.

3. The providing of jobs for students ranks third in actual occurrences. Such employment, whether for the summer or for part- or full-time year-round jobs, took place according to the company's demand for labor. The corporate partner did not guarantee a certain number of jobs to students, nor did it create any new positions for them.

4. The providing of job preparation to students ranks fourth in actual occurrences, even though this is a relatively simple activity to accomplish. The school did not make nearly as many requests for speakers on job readiness as they did for speakers on academic topics. Also, the utilization and proper channeling of data given by the busi-

ness partner to the guidance department became problematic as the department already had a wealth of material to compile and disseminate.

5. Working with teachers and administrators, whether in curriculum writing or in upgrading academic or managerial skills occurred most infrequently. Nor were teachers and administrators allowed to intern at the company in an attempt to keep abreast of rapidly changing technology or participate in their in-house education courses.

### Interpretation of Findings

There are several general reasons that seem to explain the case study findings:

1. The amount of time and effort involved in the execution of the partnership activity has a great bearing on the frequency of successful school/business interactions. Funding requires no commitment of time or energy from any of the participating personnel. Guest speakers for job readiness or academic topics require only a limited time commitment as employees speak for only one or two class sessions. Further, the talks require minimal preparation since the participants are lecturing in their own field of expertise.

2. The appropriateness of the resource for the context or environment is an important factor in determining the success of a school/business activity. Students admit to paying closer attention to business personnel than to teachers when personnel discussed topics which were within their realm of expertise.

3. When the activity is deemed beneficial by both academic and corporate partner and there is a low risk factor for each, it is likely such activity will be undertaken. However, if the agenda of the collaborative represents a possible legal or economic risk to either partner, the likelihood of that activity being undertaken is minimal. For example, neither teachers nor administrators were allowed to intern at the company as corporate officials claimed that unpaid internships would open the company to liability suits not covered by its workers' compensation. (Other employers did allow such internships with its partnership school including the John Hancock Insurance Company with English High School.)

Also, the corporate partner would not guarantee jobs to its academic partner as officials claimed this could be a violation of the Equal Opportunity Act. Part- or full-time employment took place according to the company's demand for labor. When partnership students met qualifications for a job opening, however, they were given preference over students from other Boston schools.

4. When the school and business each hold a limited vision as to the expectations and goals of the collaboration, there results a certain casualness on both sides of the partnership. When such is the



case, activities which would have required imaginative thought were generally not undertaken. Consequently, there were few attempts by school and business to jointly revise or write curriculum, to modify administrative policies, or to upgrade teachers' skills. When some personnel did undertake more ambitious tasks, there was a failure to reward or compensate those employees who did more than perfunctory work on partnership activities. Liberty Mutual gave no reduction in work responsibility to such employees, no incentive in the form of recognition, much less any tangible rewards or reimbursements. In the school sector, department heads were not even given released time to meet with business personnel to begin to plan more ambitious interactions.

### Conclusion

After close examinations of the eight-year case study period, the writer finds no permanent changes made as a result of the school/business pairing.

On the academic side, the school's course of study did not undergo any major changes. There were many guest speakers who enriched the courses by adding a dimension of practicality: for example, company employees speaking to English classes on how to write a business letter, job resume, and application; to business and math classes on insurance rates and premiums. There were valuable field trips. There were numerous financial subsidies. However, there were no revisions or

changes in the actual curriculum. Nor did teachers in general modernize or upgrade their skills. School management and policy remained the same.

At the same time, the teaching of job readiness skills gained an increased emphasis as students gave more credence to such information when given by business rather than school personnel. Students from Charlestown High were given preference over other Boston students for summer, part- and full-time jobs when they could meet minimal qualifications.

The company did not change as a result of the partnership. It is possible, though, that many view the company more favorably because of its assisting a school.

### Recommendations

#### Degrees of Partnership Activities: Suggestions for the Future

Having examined a number of school/business relationships, and having analyzed in depth a specific partnership, the writer arrives at the following conclusions.

There are varying levels of involvement upon which a school and business may agree. There are simple cooperative relationships in which a company gives certain services. These cooperative relation-

ships may vary quite a bit in their degree of involvement. There is also a more complex collaborative relationship in which the company and school become integrally involved.

The school and business must jointly agree upon their extent of involvement. They must have a shared vision, with mutual goals and expectations for their relationship. This decision, therefore, will dictate the type of partnership. The following suggestions are geared to three possible levels of partnership involvement: a simple cooperative type of relationship which can be attained by most schools and businesses, a more ambitious and involved cooperative relationship which can be achieved by some and finally a complex and involved collaborative relationship which requires imagination and ambition.

Whatever the level of partnership involvement, the larger and more diverse a corporate partner is, the greater the potential it will house the resources and personnel needed by the schools. For example, a school which emphasizes business and commercial art courses might align itself with an insurance company or a bank where students could receive training in certain entry level jobs. A school with a heavy academic emphasis might pair with a high technology corporation which houses a variety of professions.

In the context, particularly of a limited partnership, the following seem to be things that can reasonably be aspired to. Most activities are readily executed, and require at most a one- or two-session time span. They need little planning time and only a limited commitment on the part of company personnel.

1. Even with limited involvement, both the company and school should designate a person to coordinate all partnership activities. Each coordinator should have sufficient time and authority to implement school and business programs. A third party director chosen by the school department should oversee the partnership. He or she should meet periodically with coordinators, assisting them to meet their goals.

2. The funding of materials, supplies, courses, publications is the easiest activity for the business partner to perform. To insure this base level of involvement, administrators and teachers need to plan and make educationally sound requests in advance.

3. The utilization of guest speakers is easily accomplished in a cooperative relationship. Educators have the responsibility for the initiation of such services. Thus, it would be helpful for the corporate partner to establish a mechanism to make school personnel aware of the vast number of professions that are represented at a company and the myriad of resources that they may be able to draw upon.

4. Field trips for students can easily and successfully be completed in a simple school/business relationship. Students, however, should be selected carefully and according to their interest and attitude to insure success. Teachers should prepare students for this activity and have follow up exercises and/or testing. Finally, logistics of time and location must be carefully considered for all partnership activities. No matter how interesting a guest speaker or

field trips, unless the time and location are convenient, the probability of attendance will be poor. For example, in most cases it is crucial to have the field trip take place during school hours.

5. Job preparation and readiness skills can easily be given to students by business personnel. Requests again need to be initiated by teachers and/or guidance counselors. Data on job forecasts compiled by the business partner can be channeled to the guidance department. The responsibility lies with the academic partner in establishing a mechanism for the proper channeling of such data.

6. In a school/business cooperative arrangement, the company can easily place students in part-time or full-time jobs, providing the company needs to hire and the student applicants are qualified.

The following activities with suggestions outline a more involved cooperative partnership:

1. Business personnel's teaching of a course to students is a more time consuming and complex activity. The following factors are prerequisite for its success:

A. The corporate partner must allow business personnel the opportunity to volunteer freely and willingly.

B. The company must give personnel a reduction in work responsibility and/or additional staffing in their department.

C. The company must give an incentive or reimbursement of some type for participating personnel.

D. School and company must allow for frequent and open communications between teacher and employee for mutual goal setting.

2. Teacher internships could be undertaken in a more involved cooperative relationship under the following conditions:

A. Teachers are hired as paid employees during the summer, thus avoiding any complications arising from the presence of unpaid interns working side by side with regular company employees.

B. Teachers are placed in appropriate departments, e.g. a business teacher in the accounting office, a counselor in the personnel office.

C. Teachers have weekly seminars with department directors to insure a full appreciation of the entire company.

In this way, teachers could upgrade their knowledge of modern business practices and technology. Where appropriate, teacher could revise and modify their curriculum to incorporate this enhanced knowledge.

Few academic institutions feel comfortable or trust a business sharing responsibility for basic policy decision making or participating with educators in the planning and updating of curriculum.<sup>47</sup> In fact, educators are quite specific as to what administrative pro-

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<sup>47</sup>Burt and Lessinger, p. 9; Krich, p. 22; Hoyt, p. 34; Schilit and Lacey, p. 13.



cedures they would like business to assist them with and the definite curriculum areas that need updating and revising. When such is the agenda of the collaborative the following appear to have validity:

1. For successful joint curriculum writing, revising, and updating:

A. Teachers and department heads must be given systematic free time to meet with personnel to discuss curriculum matters.

B. Teachers must initiate contacts and must be specific as to the areas in their curriculum where they would like assistance.

C. The business coordinator must find appropriate personnel to work with the department head and/or teacher.

D. The corporate partner, when requested by department heads, should assist in periodic review of the curriculum and assist in its updating and revising, when such assistance is within the realm of the company's technical expertise. (For example: Are the business courses relevant and up-to-date? Does English grammar reflect changes in Business English? Are computer literacy courses appropriate?) Also, the presence of personnel representing a number of professions, backgrounds, and ways of doing things might initiate unique and creative methods for solving problems.

2. For a successful sharing of experience in the realm of managerial decision making:

A. Administrators and department heads should avail themselves of the corporate partner's in-house education courses including: Time Management, Leadership Training, Budgeting, Interpersonal Relations, Delegation, Data Processing, and Word Processing.

B. Where appropriate, administrators could subsequently schedule in-service training and staff development projects on school premises for interested faculty.

#### Future Research

This study has been limited to study specific focal areas. Therefore, the findings and interpretations with suggestions are limited to these areas. There remains, however, the need to examine other areas of research, these being possible topics for another dissertation.

Future research might examine a number of school/business partnerships for the purpose of studying partnership dynamics. Of major importance is the role of the executive leader at each school and company, their leadership style, their aspirations for the partnership and how these affect the actual results of the partnership. Another area of research could include the results of the students' performance in school when the partnership guarantees jobs to graduates who have achieved minimum requirements. Such study could also include the joint development of a basic education skills program

which combines a work training program with appropriate academic classes, so students could clearly see the relationship between school and work.

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A P P E N D I X A

## A P P E N D I X A

## PERTINENT DOCUMENTS

The following documents were examined:

A. The Annual Report of Charlestown High School.

This report explains all educational, cultural, and social events of the school year. Eight reports were studied.

B. Programs of the Business/School Partnerships in the City of Boston.

This is published annually by the Tri-Lateral Council for Quality Education. Eight reports were studied.

C. The Marketing Distribution Seminar Report, 1979.

This is published by the Tri-Lateral Council for Quality Education.

D. Project Step: Skills Training for Experience and Placement Curriculum.

This is published by the Tri-Lateral Council for Quality Education.

E. The Statement of Direction of the Tri-Lateral Council for Quality Education.

In this document the Boston partnerships are examined from 1975 to 1980 and the Tri-Lateral offers suggestions for modifying and improving existing programs, as well as initiating new ones for the city of Boston.

F. Liberty Mutual Insurance Company News Releases.

Those releases, published by Alexander G. Caswell, Public Relations Department, which are relevant to any programs and/or interaction with Charlestown High School were examined.

G. Working Files of James Mansfield.

Mr. Mansfield is the business co-ordinator and liaison person with Charlestown High School. His files include all correspondence between Liberty Mutual Insurance Company and Charlestown High School.

H. Liberty Mutual Insurance Company's Employment Records from 1975 - 1982.

A P P E N D I X B

## APPENDIX B

## QUESTIONNAIRES

Likert-type Survey 1: Teacher Overview

28 returned surveys	SA*	A*	U*	D*	SD*
1. I am in favor of the C.H.S./L.M.I.C. school business partnership.	57.1	32.1	7.1	0	3.7
2. I am clear on the goals, objectives and resources of the L.M.I.C./C.H.S. business partnership.	10.7	32.4	28.5	14.2	14.2
3. L.M.I.C. personnel are enthusiastic and committed to helping teachers, students and the administration.	4.	46.	50.	0	0
4. I would welcome L.M.I.C.'s suggestions and input in my curriculum in areas where they feel they have the appropriate expertise.	35.	50.	8.1	3.4	3.5
5. Business personnel may try to dictate to the schools what they should teach.	0	14.2	32.1	32.1	21.6
6. L.M.I.C. should develop model curricula in business related subjects for use by C.H.S. teachers and administrators.	28.5	42.8	10.7	18.	0
7. L.M.I.C. providing assistance in extra curricular activities at C.H.S. (e.g. Close-Up trip to Washington, art display at L.M.I.C.) is beneficial.	64.2	25.	10.8	0	0
8. Schools need help in meeting the demands placed upon them in a period of rapid technological and social change.	75.	25.	0	0	0
9. Business people should share with educators the risks and problems in trying to improve public education.	50.	42.8	7.2	0	0
10. L.M.I.C. should sponsor workshops and internships for teachers and administrators for updating teachers' skills.	28.5	64.2	3.6	3.7	0

\*SA - Strongly Agree, A - Agree, U - Undecided,  
D - Disagree, SD - Strongly Disagree

## Likert-type Survey 1: Teacher Overview (continued)

28 returned surveys	SA*	A*	U*	D*	SD*
11. I would consider taking an internship of my choice, sponsored by L.M.I.C.	46.4	35.8	14.2	3.6	0
12. There are some skills in a teacher's content area that a business person could assist in teaching.	25.	60.7	14.3	0	0
13. I am in favor of a business person teaching a course at C.H.S. in my concentration that would be of a supplementary or enrichment nature.	32.1	53.7	10.7	3.5	0
14. I am in favor of a business person on school premises teaching a separate course, not usually offered at C.H.S., such as photography or graphic arts.	39.2	28.6	21.4	7.1	3.7
15. The use of L.M.I.C. resources such as providing guest speakers, filmstrips, technical assistance, loan of equipment, etc. would improve the quality of my teaching.	57.1	28.5	14.4	0	0
16. L.M.I.C. should make equipment and facilities available to teachers and students for instructional purposes.	42.8	53.7	0	3.5	0
17. L.M.I.C. should support "enrichment" activities such as art festivals, concerts, tours, sports clinics, Close-Up trips to Washington, etc.	46.4	46.4	3.6	3.6	0
18. There are logistical problems in getting students released from school during the day for field trips, internship, etc.	21.4	21.4	28.6	21.4	7.2
19. Students should be selected on a basis of interest and aptitude to attend a one day field trip or career related experience.	32.1	60.7	0	3.1	3.1

\*SA - Strongly Agree, A - Agree, U - Undecided,  
D - Disagree, SD - Strongly Disagree



## Likert-type Survey 1: Teacher Overview (continued)

28 returned surveys	SA*	A*	U*	D*	SD*
20. There should be follow-up programs in conjunction with guest speakers, field trips, one day career exposures.	42.8	53.8	3.4	0	0
21. There is only a small number of students who are impacted by the partnership.	21.4	35.7	28.5	14.4	0
22. L.M.I.C. personnel should assist the administration by serving on screening committees, task force team and transition team.	3.6	46.4	35.7	10.7	3.6
23. L.M.I.C. has expertise in management techniques, budget analysis which could be beneficial to C.H.S.'s administration.	25.	60.7	14.3	0	0
24. The Guidance Counselor needs L.M.I.C. to provide employment forecasts and statistics for C.H.S. students.	42.8	42.8	7.2	7.2	0
25. Education should include preparation for the world of work.	85.7	14.3	0	0	0
26. C.H.S. students graduate from high school with the knowledge, skills, attitudes and motivation required to find a job.	10.8	10.8	28.5	28.5	21.4
27. L.M.I.C.'s personnel have been helpful in teaching career development concepts such as job hunting techniques, interviewing skills, writing of resumes, job applications, etc.	10.7	32.1	42.8	10.8	3.6
28. L.M.I.C. should guarantee a certain number of jobs to C.H.S. students.	14.2	17.8	46.8	7.2	14.
29. L.M.I.C. should upgrade and expand placement and follow-up services for graduating seniors.	14.2	7.1	25.0	53.7	0.

\*SA - Strongly Agree, A - Agree, U - Undecided,  
D - Disagree, SD - Strongly Disagree

Likert-type Survey 1: Teacher Overview (continued)

30. What do you like best about the Liberty Mutual Insurance Company/Charlestown High School partnership.
31. What do you like least about the Liberty Mutual Insurance Company/Charlestown High School partnership.
32. Give specific suggestions as to how you could envision Liberty Mutual Insurance Company improving the quality of education at Charlestown High School.
33. Give any general comments, feelings, ideas, concerning the Liberty Mutual Insurance Company/Charlestown High School partnership.

## Likert-type Survey 2: Participating and Non-Participating teachers

Participating 13 returned; Non-participating 15

Participating percentage in upper half of square, bold;  
Non-participating in lower half

	SA*	A*	U*	D*	SD*
1. I am in favor of the C.H.S./L.M.I.C. school business partnership.	<b>92.3</b> 26.8	<b>7.6</b> 53.3	0 13.3	0 6.6	0 0
2. I am clear on the goals, objectives and resources of the L.M.I.C./C.H.S. business partnership.	<b>15.3</b> 6.6	<b>46.1</b> 20.	<b>23.1</b> 33.3	0 26.6	<b>15.5</b> 13.5
3. L.M.I.C. personnel are enthusiastic and committed to helping teachers, students and the administration.	<b>7.7</b> 0	<b>76.9</b> 20.	<b>15.4</b> 80.	0 0	0 0
4. I would welcome L.M.I.C.'s suggestions and input in my curriculum in areas where they feel they have the appropriate expertise.	<b>69.2</b> 6.6	<b>23.1</b> 73.4	<b>7.7</b> 6.6	0 6.7	0 6.7
5. Business personnel may try to dictate to the schools what they should teach.	0 0	<b>7.7</b> 0	<b>15.4</b> 46.6	<b>30.8</b> 33.4	<b>46.1</b> 20.
6. L.M.I.C. should develop model curricula in business related subjects for use by C.H.S. teachers and administrators.	<b>46.1</b> 13.4	<b>38.4</b> 46.6	0 20.	<b>15.5</b> 20.	0 0
7. L.M.I.C. providing assistance in extra curricular activities at C.H.S. (e.g. Close-Up trip to Washington, art display at L.M.I.C.) is beneficial.	<b>92.3</b> 40	<b>0.</b> 46.6	<b>7.7</b> 13.4	0 0	0 0
8. Schools need help in meeting the demands placed upon them in a period of rapid technological and social change.	<b>100</b> 53.4	0 46.6	0 0	0 0	0 0
9. Business people should share with educators the risks and problems in trying to improve public education.	<b>84.6</b> 20.	<b>7.7</b> 73.4	<b>7.7</b> 6.6	0 0	0 0
10. L.M.I.C. should sponsor workshops and internships for teachers and administrators for updating teachers' skills.	<b>30.8</b> 26.7	<b>61.6</b> 66.7	0 6.6	<b>7.6</b> 0	0 0

\*SA - Strongly Agree, A - Agree, U - Undecided,  
D - Disagree, SD - Strongly Disagree

Likert-type Survey 2: Participating and Non-Participating teachers  
(continued)

Participating 13 returned; Non-participating 15

Participating percentage in upper half of square, bold;

Non-participating in lower half

	SA*	A*	U*	D*	SD*
11. I would consider taking an internship of my choice, sponsored by L.M.I.C.	61.6 33.3	23.2 46.7	7.6 20.	7.6 0	0 0
12. There are some skills in a teacher's content area that a business person could assist in teaching.	38.4 13.3	46.1 73.3	15.5 13.4	0 0	0 0
13. I am in favor of a business person teaching a course at C.H.S. in my concentration that would be of a supplementary or enrichment nature.	38.4 26.6	53.8 53.4	0 20.	7.8 0	0 0
14. I am in favor of a business person on school premises teaching a separate course, not usually offered at C.H.S., such as photography or graphic arts.	61.6 20.	15.4 40.	1.1 33.3	1.7 6.7	7.6 0
15. The use of L.M.I.C. resources such as providing guest speakers, filmstrips, technical assistance, loan of equipment, etc. would improve the quality of my teaching.	76.9 40.	15.4 46.6	7.7 13.4	0 0	0 0
16. L.M.I.C. should make equipment and facilities available to teachers and students for instructional purposes.	46.2 40.	53.8 53.3	0 0	0 6.7	0 0
17. L.M.I.C. should support "enrichment" activities such as art festivals, concerts, tours, sports clinics, Close-Up trips to Washington, etc.	61.5 33.3	38.5 53.3	0 6.7	0 6.7	0 0
18. There are logistical problems in getting students released from school during the day for field trips, internship, etc.	30.8 13.3	23.1 20.	15.4 40.	15.4 26.7	15.3 0
19. Students should be selected on a basis of interest and aptitude to attend a one day field trip or career related experience.	46.6 20.	46.6 73.3	0 0	0 6.7	6.8 0

\*SA - Strongly Agree, A - Agree, U - Undecided,  
D - Disagree, SD - Strongly Disagree

Likert-type Survey 2: Participating and Non-Participating Teachers  
(continued)

Participating 13 returned; Non-participating 15

**Participating percentage in upper half of square, bold;**

Non-participating in lower half

	SA*	A*	U*	D*	SD*
20. There should be follow-up programs in conjunction with guest speakers, field trips, one day career exposures.	<b>69.2</b> 20.	<b>30.8</b> 73.3	0 6.7	0 0	0 0
21. There is only a small number of students who are impacted by the partnership.	<b>30.8</b> 13.3	<b>30.8</b> 40.	7.6 46.6	<b>30.8</b> 0	0 0
22. L.M.I.C. personnel should assist the administration by serving on screening committees, task force team and transition team.	7.6 0	<b>61.6</b> 33.3	<b>23.1</b> 46.7	0 20.	7.7 0
23. L.M.I.C. has expertise in management techniques, budget analysis which could be beneficial to C.H.S.'s administration.	<b>30.8</b> 26.6	<b>61.6</b> 60.	7.6 13.4	0 0	0 0
24. The Guidance Counselor needs L.M.I.C. to provide employment forecasts and statistics for C.H.S. students.	<b>53.8</b> 13.3	<b>38.4</b> 46.6	0 13.3	7.8 6.8	0 0
25. Education should include preparation for the world of work.	<b>92.3</b> 80.	7.7 20.	0 0	0 0	0 0
26. C.H.S. students graduate from high school with the knowledge, skills, attitudes and motivation required to find a job.	<b>15.4</b> 0	7.6 13.3	<b>23.1</b> 40.	<b>23.1</b> 33.3	<b>30.8</b> 13.4
27. L.M.I.C.'s personnel have been helpful in teaching career development concepts such as job hunting techniques, interviewing skills, writing of resumes, job applications, etc.	<b>15.4</b> 6.6	<b>46.1</b> 20.	<b>23.1</b> 60.	7.7 13.4	7.7 0
28. L.M.I.C. should guarantee a certain number of jobs to C.H.S. students.	<b>23.1</b> 6.7	7.6 26.6	<b>38.4</b> 53.3	<b>15.5</b> 6.7	<b>15.4</b> 6.7
29. L.M.I.C. should upgrade and expand placement and follow-up services for graduating seniors.	<b>15.4</b> 13.3	<b>15.4</b> 0	<b>15.4</b> 33.3	<b>53.8</b> 53.4	0 0

\*SA - Strongly Agree, A - Agree, U - Undecided,  
D - Disagree, SD - Strongly Disagree



Likert-type Survey 3: Business Personnel Overview

32 returned surveys	SA*	A*	U*	D*	SD*
1. I am in favor of the C.H.S./L.M.I.C. school business partnership.	53.1	43.8	3.1	0	0
2. I am clear on the goals, objectives and resources of the L.M.I.C./C.H.S. business partnership.	15.6	37.5	31.2	15.7	0
3. C.H.S. teachers and administrators are enthusiastic about working with L.M.I.C. personnel.	9.4	28.1	50.	12.5	0
4. L.M.I.C. should provide suggestions and input into curriculum at C.H.S. in areas where they feel they have the appropriate expertise.	6.3	46.8	43.7	0	3.2
5. Business personnel should dictate to the schools what they should teach.	0	6.2	6.2	62.6	25.
6. I would be willing to help in developing model curricula in business related subjects for use by C.H.S. teachers and administrators.	12.5	28.1	31.2	21.9	6.3
7. L.M.I.C. should provide technical assistance for teachers and students at C.H.S. when possible.	12.5	68.7	9.4	9.4	0
8. Schools need help in meeting the demands placed upon them in a period of rapid technological and social change.	21.9	78.1	0	0	0
9. Business people should share with educators the risks and problems in trying to improve public education.	15.6	71.9	12.5	0	0
10. L.M.I.C. should sponsor workshops and internships for teachers and administrators for updating teachers' skills.	9.4	53.1	12.5	25.	0

\*SA - Strongly Agree, A - Agree, U - Undecided,  
D - Disagree, SD - Strongly Disagree



Likert-type Survey 3: Business Personnel Overview (continued)

32 returned surveys	SA*	A*	U*	D*	SD*
11. I would consider assisting in organizing internships for C.H.S. teachers and administrators.	3.1	40.7	31.2	25.	0
12. There are some skills in a teacher's content area that a business person could assist in teaching.	6.3	65.6	21.8	6.3	0
13. I am in favor of business personnel teaching a course or an internship that would supplement or enrich C.H.S.'s curriculum.	6.3	71.9	18.7	3.1	0
14. I am in favor of a business person teaching a separate course, not usually offered at C.H.S. such as photography or graphic arts.	6.3	71.9	18.7	3.1	0
15. I am in favor of L.M.I.C. providing resources such as guest speakers, filmstrips, technical assistance, equipment loans to improve the quality of education at C.H.S.	37.5	50.	12.5	0	0
16. Liberty Mutual should make equipment and facilities available to teachers and students for instructional purposes.	9.4	25.	34.4	25.	6.3
17. L.M.I.C. should support "enrichment" activities such as art festivals, concerts, tours, sports clinics, Close-up trips to Washington, D.C.	9.4	25.	34.4	25.	6.3
18. There are problems in having students attend field trips or internships during the day at Liberty Mutual.	9.4	2.9	68.8	18.9	0
19. Students should be selected on a basis of interest and aptitude, when attending a one day field trip or career related experience.	37.5	50.	6.3	6.2	0

\*SA - Strongly Agree, A - Agree, U - Undecided,  
D - Disagree, SD - Strongly Disagree

Likert-type Survey 3: Business Personnel Overview (continued)

32 returned surveys	SA*	A*	U*	D*	SD*
20. There should be follow-up programs in conjunction with guest speakers, field trips, one day career exposures.	12.5	81.2	3.1	3.2	0
21. More students should be participating in the L.M.I.C./C.H.S. partnership activities.	9.4	2.9	68.8	18.9	0
22. L.M.I.C. personnel should assist the administration by serving on screening committees, task force team and transition team.	3.1	25.	56.3	15.6	0
23. L.M.I.C. has expertise in management techniques, budget analysis which could be beneficial to C.H.S.'s administration.	3.1	84.7	6.2	3.0	3.0
24. L.M.I.C. should provide employment forecasts and statistics to C.H.S. Guidance Counselor.	6.3	53.1	28.1	12.5	0
25. Education should include preparation for the world of work.	71.9	28.1	0	0	0
26. C.H.S. students graduate from high school with the knowledge, skills, attitudes and motivation required to find a job.	0	6.3	75.	15.6	3.1
27. L.M.I.C. personnel can help teach career development concepts such as job hunting techniques, interviewing skills, writing of resume, job applications, etc.	21.9	50.	21.9	6.2	0
28. L.M.I.C. should guarantee a certain number of jobs to C.H.S. students.	12.5	6.2	43.8	25.0	12.5
29. L.M.I.C. should upgrade and expand placement and follow-up services for graduating seniors.	6.2	12.5	62.5	18.8	0

\*SA - Strongly Agree, A - Agree, U - Undecided,  
D - Disagree, SD - Strongly Disagree

Likert-type Survey 3: Business Personnel (continued)

30. What did you like best about the Liberty Mutual Insurance Company/Charlestown High School partnership?
  
  
  
  
  
  
  
  
  
  
31. What did you like least about the Liberty Mutual Insurance Company/Charlestown High School partnership?
  
  
  
  
  
  
  
  
  
  
32. Give specific suggestions as to how you could envision Liberty Mutual Insurance Company improving the quality of education at Charlestown High School.
  
  
  
  
  
  
  
  
  
  
33. Give any general comments, feelings, ideas, concerning the Liberty Mutual Insurance Company/Charlestown High School partnership.

Likert-type Survey 4: Participating and Non-participating Personnel

Participating 18 returned; Non-participating 14

**Participating percentages are on upper half of square, bold;**  
Non-participating in lower half

	SA*	A*	U*	D*	SD*
1. I am in favor of the C.H.S./L.M.I.C. school business partnership.	50. 57.2	<b>44.4</b> 42.8	5.6 0	0 0	0 0
2. I am clear on the goals, objectives and resources of the L.M.I.C./C.H.S. business partnership.	27.7 0	<b>55.5</b> 14.2	11.2 57.2	<b>5.6</b> 28.6	0 0
3. C.H.S. teachers and administrators are enthusiastic about working with L.M.I.C. personnel.	16.6 0	<b>38.8</b> 14.3	<b>33.3</b> 71.4	11.3 14.3	0 0
4. L.M.I.C. should provide suggestions and input into curriculum at C.H.S. in areas where they feel they have the appropriate expertise.	11.1 0	<b>50.</b> 42.8	<b>33.3</b> 57.2	0 0	<b>5.6</b> 0
5. Business personnel should dictate to the schools what they should teach.	0 0	11.2 0	0 14.3	<b>44.4</b> 85.7	<b>44.4</b> 0
6. I would be willing to help in developing model curricula in business related subjects for use by C.H.S. teachers and administrators.	11.1 14.3	<b>38.9</b> 14.3	22.2 42.8	<b>16.7</b> 28.6	11.1 0
7. L.M.I.C. should provide technical assistance for teachers and students at C.H.S. when possible.	16.7 7.2	<b>61.1</b> 78.6	16.7 0	<b>5.5</b> 14.2	0 0
8. Schools need help in meeting the demands placed upon them in a period of rapid technological and social change.	16.7 28.6	<b>83.3</b> 71.4	0 0	0 0	0 0
9. Business people should share with educators the risks and problems in trying to improve public education.	5.6 28.6	<b>72.2</b> 71.4	22.2 0	0 0	0 0
10. L.M.I.C. should sponsor workshops and internships for teachers and administrators for updating teachers' skills.	5.6 14.3	<b>38.9</b> 71.4	<b>33.3</b> 14.3	22.2 0	0 0

\*SA - Strongly Agree, A - Agree, U - Undecided,  
D - Disagree, SD - Strongly Disagree

Likert-type Survey 4: Participating and Non-participating Personnel  
(continued)

Participating 18 returned; Non-participating 14

Participating percentages are on upper half of square, bold;  
Non-participating in lower half

	SA*	A*	U*	D*	SD*
11. I would consider assisting in organizing internships for C.H.S. teachers and administrators.	5.5 0	16.7 71.4	50. 14.3	27.8 14.3	0 0
12. There are some skills in a teacher's content area that a business person could assist in teaching.	11.1 0	61.1 71.4	16.7 28.6	11.1 0	0 0
13. I am in favor of business personnel teaching a course or an internship that would supplement or enrich C.H.S.'s curriculum.	11.1 0	72.2 71.4	11.1 28.6	5.6 0	0 0
14. I am in favor of a business person teaching a separate course, not usually offered at C.H.S. such as photography or graphic arts.	11.1 0	72.2 71.4	11.1 28.6	5.6 0	0 0
15. I am in favor of L.M.I.C. providing resources such as guest speakers, filmstrips, technical assistance, equipment loans to improve the quality of education at C.H.S.	33.3 42.9	55.5 42.9	11.2 14.2	0 0	0 0
16. Liberty Mutual should make equipment and facilities available to teachers and students for instructional purposes.	5.5 14.2	11.1 42.9	27.8 42.9	44.4 0	11.2 0
17. L.M.I.C. should support "enrichment" activities such as art festivals, concerts, tours, sports clinics, Close-up trips to Washington, D.C.	5.5 14.2	11.1 42.9	27.8 42.9	44.4 0	11.2 0
18. There are problems in having students attend field trips or internships during the day at Liberty Mutual.	5.5 14.4	27.9 14.4	66.6 71.6	0 0	0 0

\*SA - Strongly Agree, A - Agree, U - Undecided,  
D - Disagree, SD - Strongly Disagree



Likert-type Survey 4: Participating and Non-participating Personnel  
(continued)

Participating 18 returned; Non-participating 14

**Participating percentages are on upper half of square, bold;**  
Non-participating in lower half

	SA*	A*	U*	D*	SD*
19. Students should be selected on a basis of interest and aptitude, when attending a one day field trip or career related experience.	<b>33.3</b> 42.8	<b>44.4</b> 57.2	<b>11.1</b> 0	<b>11.2</b> 0	<b>0</b> 0
20. There should be follow-up programs in conjunction with guest speakers, field trips, one day career exposures.	<b>22.2</b> 0	<b>66.6</b> 100	<b>5.6</b> 0	<b>5.6</b> 0	<b>0</b> 0
21. More students should be participating in the L.M.I.C./C.H.S. partnership activities.	<b>5.5</b> 14.4	<b>27.9</b> 14.4	<b>66.6</b> 71.6	<b>0</b> 0	<b>0</b> 0
22. L.M.I.C. personnel should assist the administration by serving on screening committees, task force team and transition team.	<b>5.5</b> 0	<b>11.1</b> 42.8	<b>55.5</b> 57.2	<b>27.9</b> 0	<b>0</b> 0
23. L.M.I.C. has expertise in management techniques, budget analysis which could be beneficial to C.H.S.'s administration.	<b>5.5</b> 0	<b>83.3</b> 85.7	<b>0</b> 14.3	<b>5.6</b> 0	<b>5.6</b> 0
24. L.M.I.C. should provide employment forecasts and statistics to C.H.S. Guidance Counselor.	<b>0</b> 14.2	<b>61.1</b> 42.8	<b>27.8</b> 28.6	<b>11.1</b> 14.4	<b>0</b> 0
25. Education should include preparation for the world of work.	<b>61.2</b> 85.8	<b>38.8</b> 14.2	<b>0</b> 0	<b>0</b> 0	<b>0</b> 0
26. C.H.S. students graduate from high school with the knowledge, skills, attitudes and motivation required to find a job.	<b>0</b> 0	<b>11.1</b> 0	<b>66.7</b> 85.8	<b>16.7</b> 14.2	<b>5.5</b> 0
27. L.M.I.C. personnel can help teach career development concepts such as job hunting techniques, interviewing skills, writing of resume, job applications, etc.	<b>27.8</b> 14.2	<b>55.6</b> 42.8	<b>16.6</b> 28.6	<b>0</b> 14.4	<b>0</b> 0

\*SA - Strongly Agree, A - Agree, U - Undecided,  
D - Disagree, SD - Strongly Disagree



Likert-type Survey 4: Participating and Non-participating Personnel  
(continued)

Participating 18 returned; Non-participating 14

**Participating percentages are on upper half of square, bold;**  
Non-participating in lower half

	SA*	A*	U*	D*	SD*
28. L.M.I.C. should guarantee a certain number of jobs to C.H.S. students.	<b>11.1</b> 14.2	0 14.2	<b>33.3</b> 57.4	<b>44.5</b> 0	<b>11.1</b> 14.2
29. L.M.I.C. should upgrade and expand placement and follow-up services for graduating seniors.	0 14.3	<b>11.1</b> 14.3	<b>66.7</b> 57.2	<b>22.2</b> 14.2	0 0

\*SA - Strongly Agree, A - Agree, U - Undecided,  
D - Disagree, SD - Strongly Disagree

## Likert-type Survey 5: Student Overview

24 returned surveys	SA*	A*	U*	D*	SD*
1. I am in favor of the C.H.S./L.M.I.C. school/business partnership.	66.7	25.0	8.3	0	0
2. I am clear on the goals, objectives and resources of the L.M.I.C./C.H.S. business partnership.	20.8	41.7	29.2	8.3	0
3. L.M.I.C. personnel are enthusiastic and committed to helping teachers, students and administration.	20.9	41.6	37.5	0	0
4. L.M.I.C. should give suggestions to teachers concerning curriculum that they teach.	45.8	45.9	8.3	0	0
5. Business personnel may try to dictate to the schools what they should teach.	8.3	16.7	20.9	33.3	20.8
6. L.M.I.C. should develop model curricula in business related subjects for use by C.H.S. teachers and administrators.	91.7	8.3	0	0	0
7. I think L.M.I.C. should provide assistance in extracurricular activities at C.H.S. (e.g. Close-up trip to Washington, art display at L.M.I.C.).	29.1	62.6	8.3	0	0
8. Schools need help in meeting the demands placed upon them in a period of rapid technological and social change.	45.9	41.6	12.5	0	0
9. Business people should share with educators the risks and problems in trying to improve public education.	41.7	33.3	25.0	0	0
10. L.M.I.C. should sponsor workshops and internships for teachers and administrators for updating teachers' skills.	41.7	33.3	25.0	0	0

\*SA - Strongly Agree, A - Agree, U - Undecided,  
D - Disagree, SD - Strongly Disagree

## Likert-type Survey 5: Student Overview (continued)

24 returned surveys	SA*	A*	U*	D*	SD*
11. Teachers should take courses at L.M.I.C. to improve their teaching.	37.5	45.9	12.5	4.1	0
12. There are some skills in a teacher's subject area that a business person could assist in teaching.	25.0	54.2	12.5	8.3	0
13. I am in favor of a business person teaching a course at C.H.S. in areas such as photography and graphic arts.	45.8	45.9	8.3	0	0
14. I like going to L.M.I.C. on a field trip.	91.7	8.3	0	0	0
15. The use of L.M.I.C. resources such as providing guest speakers, filmstrips, technical assistance, loan of equipment, etc. would improve the quality of my education.	37.5	45.9	12.5	4.1	0
16. L.M.I.C. should make equipment and facilities available to students for instructional purposes.	8.3	75.0	16.7	0	0
17. L.M.I.C. should support "enrichment" activities such as art festivals, concerts, tours, sports clinics, Close-up trips to Washington D.C., etc.	33.3	58.3	8.4	0	0
18. Getting released from school during the day for field trips and internship presents problems with my teacher.	8.3	29.2	20.8	29.2	12.5
19. Students should be selected on a basis of interest and aptitude to attend a one day field trip or career related experience.	37.5	37.5	12.5	12.5	0

\*SA - Strongly Agree, A - Agree, U - Undecided,  
D - Disagree, SD - Strongly Disagree

## Likert-type Survey 5: Student Overview (continued)

24 returned surveys	SA*	A*	U*	D*	SD*
20. There should be follow-up programs in conjunction with guest speakers, field trips, one day career exposures.	25.0	70.9	4.1	0	0
21. More students should be able to take part in the activities of the L.M.I.C./C.H.S. partnership.	33.3	58.3	8.4	0	0
22. L.M.I.C. personnel should assist the administration by serving on screening committees for scholarships and summer jobs.	37.6	33.3	25.0	4.1	0
23. The Guidance Counselor has given me knowledge of employment forecasts and statistics.	4.1	29.2	41.7	20.9	4.1
24. The Guidance Counselor needs L.M.I.C. to provide employment forecasts and statistics for C.H.S. students.	0	50.0	50.0	0	0
25. Education should include preparation for the world of work.	58.3	41.7	0	0	0
26. C.H.S. students graduate from high school with the knowledge, skills, attitudes and motivation required to find a job.	8.3	16.6	20.9	33.3	20.9
27. L.M.I.C.'s personnel have been helpful in teaching career development concepts such as job hunting techniques, interviewing skills, writing of resumes, job applications, etc.	8.4	50.0	33.4	4.1	4.1
28. L.M.I.C. should guarantee a certain number of jobs to C.H.S. students.	45.8	45.8	8.4	0	0
29. L.M.I.C. should upgrade and expand placement and follow-up services for graduating seniors.	25.0	54.1	12.5	8.4	0

\*SA - Strongly Agree, A - Agree, U - Undecided,  
D - Disagree, SD - Strongly Disagree

Likert-type Survey 5: Student Overview (continued)

30. What do you like best about the Liberty Mutual Insurance Company/Charlestown High School partnership?
31. What do you like least about the Liberty Mutual Insurance Company/Charlestown High School partnership?
32. What are the biggest problems you face after graduation?
33. What kinds of services could Liberty Mutual Insurance Company provide for you as a student which would help you prepare for the outside world?

Likert-type Survey 6: Participating and Non-participating Students

Participating 12 returned; Non-participating 12

Participating percentages are on the upper half of square, bold;  
Non-participating in lower half

	SA*	A*	U*	D*	SD*
1. I am in favor of the C.H.S./L.M.I.C. school/business partnership.	<b>83.3</b> 50.0	<b>16.7</b> 33.3	<b>0</b> 16.7	<b>0</b> 0	<b>0</b> 0
2. I am clear on the goals, objectives and resources of the L.M.I.C./C.H.S. business partnership.	<b>25.0</b> 16.7	<b>41.6</b> 41.6	<b>25.0</b> 25.0	<b>8.4</b> 16.7	<b>0</b> 0
3. L.M.I.C. personnel are enthusiastic and committed to helping teachers, students and administration.	<b>25.0</b> 16.7	<b>66.7</b> 16.7	<b>8.3</b> 66.6	<b>0</b> 0	<b>0</b> 0
4. L.M.I.C. should give suggestions to teachers concerning curriculum that they teach.	<b>33.3</b> 58.3	<b>58.3</b> 33.3	<b>8.4</b> 8.4	<b>0</b> 0	<b>0</b> 0
5. Business personnel may try to dictate to the schools what they should teach.	<b>8.3</b> 8.3	<b>16.7</b> 16.7	<b>16.7</b> 25.0	<b>33.3</b> 33.3	<b>25.0</b> 16.7
6. L.M.I.C. should develop model curricula in business related subjects for use by C.H.S. teachers and administrators.	<b>91.7</b> 91.7	<b>8.3</b> 8.3	<b>0</b> 0	<b>0</b> 0	<b>0</b> 0
7. I think L.M.I.C. should provide assistance in extra curricular activities at C.H.S. (e.g. Close-up trip to Washington, art display at L.M.I.C.).	<b>25.0</b> 33.3	<b>66.7</b> 58.4	<b>8.3</b> 8.3	<b>0</b> 0	<b>0</b> 0
8. Schools need help in meeting the demands placed upon them in a period of rapid technological and social change.	<b>50.0</b> 41.6	<b>41.7</b> 41.6	<b>8.3</b> 16.8	<b>0</b> 0	<b>0</b> 0
9. Business people should share with educators the risks and problems in trying to improve public education.	<b>33.3</b> 50.0	<b>41.7</b> 25.0	<b>25.0</b> 25.0	<b>0</b> 0	<b>0</b> 0
10. L.M.I.C. should sponsor workshops and internships for teachers and administrators for updating teachers' skills.	<b>58.3</b> 25.0	<b>41.7</b> 25.0	<b>0</b> 50.0	<b>0</b> 0	<b>0</b> 0

\*SA - Strongly Agree, A - Agree, U - Undecided,  
D - Disagree, SD - Strongly Disagree



Likert-type Survey 6: Participating and Non-participating Students  
(continued)

Participating 12 returned; Non-participating 12

Participating percentages are on the upper half of square, bold;  
Non-participating in lower half

	SA*	A*	U*	D*	SD*
11. Teachers should take courses at L.M.I.C. to improve their teaching.	<b>50.0</b> 25.0	<b>25.0</b> 66.7	<b>16.6</b> 8.3	<b>8.4</b> 0	<b>0</b> 0
12. There are some skills in a teacher's subject area that a business person could assist in teaching.	<b>33.3</b> 16.7	<b>66.7</b> 41.7	<b>0</b> 25.0	<b>0</b> 16.6	<b>0</b> 0
13. I am in favor of a business person teaching a course at C.H.S. in areas such as photography and graphic arts.	<b>33.3</b> 58.4	<b>58.4</b> 33.3	<b>8.3</b> 8.3	<b>0</b> 0	<b>0</b> 0
14. I like going to L.M.I.C. on a field trip.	<b>91.7</b> 91.7	<b>8.3</b> 8.3	<b>0</b> 0	<b>0</b> 0	<b>0</b> 0
15. The use of L.M.I.C. resources such as providing guest speakers, filmstrips, technical assistance, loan of equipment, etc. would improve the quality of my education.	<b>41.7</b> 33.3	<b>50.0</b> 41.7	<b>8.3</b> 16.7	<b>0</b> 8.3	<b>0</b> 0
16. L.M.I.C. should make equipment and facilities available to students for instructional purposes.	<b>8.3</b> 8.3	<b>75.0</b> 75.0	<b>16.7</b> 16.7	<b>0</b> 0	<b>0</b> 0
17. L.M.I.C. should support "enrichment" activities such as art festivals, concerts, tours, sports clinics, Close-up trips to Washington D.C., etc.	<b>41.6</b> 25.0	<b>50.0</b> 66.7	<b>8.3</b> 8.3	<b>0</b> 0	<b>0</b> 0
18. Getting released from school during the day for field trips and internship presents problems with my teacher.	<b>16.7</b> 0	<b>25.0</b> 33.3	<b>16.7</b> 25.0	<b>25.0</b> 33.3	<b>16.6</b> 8.4
19. Students should be selected on a basis of interest and aptitude to attend a one day field trip or career related experience.	<b>41.7</b> 33.3	<b>33.3</b> 41.7	<b>16.6</b> 8.3	<b>8.3</b> 16.7	<b>0</b> 0

\*SA - Strongly Agree, A - Agree, U - Undecided,  
D - Disagree, SD - Strongly Disagree

Likert-type Survey 6: Participating and Non-participating Students  
(continued)

Participating 12 returned; Non-participating 12

Participating percentages are on the upper half of square, bold;  
Non-participating in lower half

	SA*	A*	U*	D*	SD*
20. There should be follow-up programs in conjunction with guest speakers, field trips, one day career exposures.	25.0 25.0	75.0 66.7	0 8.3	0 0	0 0
21. More students should be able to take part in the activities of the L.M.I.C./C.H.S. partnership.	33.3 33.3	66.7 50.0	0 16.7	0 0	0 0
22. L.M.I.C. personnel should assist the administration by serving on screening committees for scholarships and summer jobs.	33.3 41.7	33.3 33.3	25.0 25.0	8.4 0	0 0
23. The Guidance Counselor has given me knowledge of employment forecasts statistics.	8.3 0	25.0 33.3	25.0 25.0	33.3 0	8.4 0
24. The Guidance Counselor needs L.M.I.C. to provide employment forecasts and statistics for C.H.S. students.	0 0	58.3 41.6	41.7 58.3	0 0	0 0
25. Education should include preparation for the world of work.	58.3 58.3	41.7 41.7	0 0	0 0	0 0
26. C.H.S. students graduate from high school with the knowledge, skills, attitudes and motivation required to find a job.	8.3 8.3	16.7 16.7	16.7 16.7	33.3 33.3	25.0 25.0
27. L.M.I.C.'s personnel have been helpful in teaching career development concepts such as job hunting techniques, interviewing skills, writing of resumes, job applications, etc.	8.3 8.3	66.7 33.3	16.7 50.0	8.3 0	0 8.4
28. L.M.I.C. should guarantee a certain number of jobs to C.H.S. students.	33.3 58.3	58.3 33.3	8.4 8.4	0 0	0 0
29. L.M.I.C. should upgrade and expand placement and follow-up services for graduating seniors.	25.0 33.3	66.7 41.7	0 25.0	8.3 0	0 0

\*SA - Strongly Agree, A - Agree, U - Undecided,  
D - Disagree, SD - Strongly Disagree

A P P E N D I X C

## A P P E N D I X C

## INTERVIEW PROTOCOL

Administrators and Teachers Interview Questions

1. How many years have you been a teacher or administrator? What subject do you teach?
2. Are you aware of the business partnership between Liberty Mutual Insurance Company and Charlestown High School? Do you know what kinds of services Liberty Mutual Insurance Company provides to Charlestown High School? Do you know what the goals and objectives of a school/business partnership are?
3. Are you in favor of a business forming a partnership and linking with a high school? Why or why not?
4. Have you ever participated in the Liberty Mutual Insurance Company/Charlestown High School business partnership? If so, explain how, in what capacity?
5. Have Liberty Mutual Insurance Company's business personnel ever provided you with any input or suggestions in your curriculum planning and revision? If so, how, in what way? If not, how would you feel about business input into your curriculum? Any advantages to this service? Any disadvantages? Do you have any suggestions as to how this input might be utilized in your content area?
6. Has Liberty Mutual Insurance Company ever developed model curricula in business related subjects? If so, explain. Do you have any suggestions as to how this service might be utilized?
7. Has Liberty Mutual Insurance Company ever provided any technical assistance (loan of equipment, use of Liberty Mutual Insurance Company facilities) which would enrich your curriculum offerings? If so, explain. If not, give suggestions as to how Liberty Mutual Insurance Company could help in this area.
8. Has Liberty Mutual Insurance Company ever provided any assistance in extra curricular activities, which might also enrich your curriculum? If so, explain (funding of Close-up, publication of CHIP, etc.). Can you think of ways Liberty Mutual Insurance Company could help in updating or enriching your curriculum?
9. Has Liberty Mutual Insurance Company ever sponsored workshops for teachers and administrators to improve their skills development and understanding of new technologies (computers, word processors,

- etc.). How, in what way? Were you involved? If not, do you have any suggestions as to how Liberty Mutual Insurance Company could help?
10. Have you ever attended a teacher internship of your choice taught by Liberty Mutual Insurance Company's personnel? Could this be a useful activity? If so, how, explain? Would you consider taking an internship during the school year, during the summer? What types of internships would be useful to you?
  11. Has Liberty Mutual Insurance Company ever helped you in any way in the teaching in your content area? How? Give examples. Could business personnel serve as instructors in your content; be guest speakers, provide filmstrips, movies, tickets for cultural events, loan of equipment, use of company's facilities, etc.
  12. Have any of your students ever taken a course, an internship, or attended a field trip sponsored by Liberty Mutual Insurance Company? If so, explain (number of students, location, content area).
  13. Has Liberty Mutual Insurance Company ever served as instructors for Charlestown High School students? Do you have any suggestions for possible internships, courses, workshops, field trips. Are follow up programs advisable for these activities? If so, why?
  14. Have you ever had any problem with students attending field trips, internships, etc.? What were they? Do you have any suggestions to alleviate these problems?
  15. Has Liberty Mutual Insurance Company ever given any consultant assistance to the administration of Charlestown High School? If so, explain. What kinds of services could Liberty Mutual Insurance Company offer to the administration? How could Liberty Mutual Insurance Company help the administration in management assistance, budgeting analysis; by serving on a task force team, a transition team, screening committee, advisory committee; being a speaker at in-service meetings? Explain.
  16. Has Liberty Mutual Insurance Company ever given any assistance to the administration by providing assistance in data processing? If so, how? How could Liberty Mutual Insurance Company help the administration in automating attendance programs; printing of catalogs, and curriculum handouts? Are there other ways Liberty Mutual Insurance Company computers could assist the administration?
  17. Has Liberty Mutual Insurance Company ever assisted the administration in providing facilities for events such as graduation, sports banquets, student government socials, etc.?



18. Has Liberty Mutual Insurance Company ever given any information on occupational forecasts, educational requirements for specific jobs, statistical analysis of the job market, etc., to the Guidance Counselor? If so, explain. How could Liberty Mutual Insurance Company assist the guidance department? What kinds of services, types of information would be useful to guidance?
19. Do you think schools have an obligation to prepare students for the world of work? Has Liberty Mutual Insurance Company ever provided instruction in job hunting techniques, interviewing, writing of resumes and job applications? If so, explain to what degree.
20. Does Liberty Mutual Insurance Company guarantee a certain number of jobs to Charlestown High School students? How many students receive jobs under the P.A.Y.S. scholarships? How many are involved in work study programs this year? How many students work part-time at Liberty Mutual Insurance Company? Do you think Liberty Mutual Insurance Company is providing enough jobs? Why or why not?
21. Does Liberty Mutual Insurance Company provide any job placement and follow-up services for graduating seniors? If so, explain, to what extent? If not, why? Do you think Liberty Mutual Insurance Company should provide this service? Explain.
22. What has been most frustrating about dealing with Liberty Mutual personnel? What has been most enjoyable? Any suggestions for alleviating any of the problems?
23. Barring any limitations, can you imagine and describe any suggestions of how business could be utilized in the schools to improve teaching, curriculum, research, student exposure to the world of work, etc.?
24. Are there any general comments, remarks, observations you'd like to add to our discussion of partnerships, its organization, or your role in the organization?



Charlestown High School's Business Coordinator  
Interview Questions

(in addition to 24 teachers questions)

1. How were you chosen to be the business coordinator for Liberty Mutual Insurance Company? Is it a voluntary task, is it assigned, or inherent in the job description?
2. Do you think your role is understood by administrators and teachers at Charlestown High School? If not, do you know why?
3. Do you feel Charlestown High School administrators and teachers wish your role was different? Do they ask you to perform services you cannot deliver? Explain.
4. Do you think your role with its accompanying tasks is understood by Liberty Mutual Insurance Company? If not, why?
5. If the business coordinator's task is in addition to your job description, can you describe some of the problems and frustrations in accomplishing all of your tasks? Do you have any suggestions as to how this situation could be remedied or the problem somewhat alleviated?
6. How did you feel seven years ago when you were "chosen", "informed" or "asked" to be business coordinator at Charlestown High School for Liberty Mutual Insurance Company? Was there any choice involved in this task? Did it put any additional demands upon your schedule? If so, explain.
7. How do you feel now concerning the organization of your job description? What are your biggest problems in dealing with Liberty Mutual Insurance Company? What are your biggest frustrations?
8. Do you feel you were competent and successful at exercising the tasks of business coordinator? If so, were you recognized or compensated? How?
9. When did you meet with business personnel to discuss planning activities, career exploration, etc? Where you given any released time for this? Where did you meet? Were there any difficulties you encountered? If there were, do you have any suggestions for alleviating these?
10. Are there any problems the Boston Teachers Union might formulate in regards to your job description and actual tasks?

Business Personnel Interview Questions

1. How many years have you been associated with Liberty Mutual Insurance Company? In what department do you work?
2. Are you aware of the business partnership between Liberty Mutual Insurance Company and Charlestown High School? Do you know what kinds of services Liberty Mutual Insurance Company provides to Charlestown High School? Do you know what the goals and objectives of a school/business partnership are?
3. Are you in favor of a business forming a partnership and linking with a high school? Why or why not?
4. Have you ever participated in the Liberty Mutual Insurance Company/Charlestown High School business partnership? If so, explain in what capacity.
5. Have you ever provided any input or suggestions for Charlestown High School's curriculum planning and revision? If so, how, explain. Do you have any suggestions as to how Liberty Mutual Insurance Company's personnel could help teachers in curriculum planning and revision?
6. Have you ever developed model curricula on business related subjects? If so, explain. Do you have any suggestions as to examples of model curricula?
7. Have you ever assisted in upgrading teacher skills by exposing them to business management techniques and technological advancements such as computers and word processors?
8. Have you ever taught or helped to organize an internship for teachers to upgrade their skills; or possibly an internship for teachers in alternative career options? Do you have any suggestions for kinds of internships or workshops that would be helpful to teachers.
9. Have you ever taught a course, an internship, conducted a field trip for Charlestown High School students? If so, explain. (number of students, location, content area)
10. Are follow-up programs advisable for these activities? Do you have any suggestions for possible internships courses workshops, field trips?
11. Have you ever had any problems with students attending field trips, internships? What are they? Do you have any suggestions to alleviate these problems?

12. Has Liberty Mutual Insurance Company ever given any consultant assistance to the administration of Charlestown High School? If so, explain. What kinds of services could Liberty Mutual Insurance Company offer to the administration? Could Liberty Mutual Insurance Company help the administration in management assistance, budgeting analysis; by serving on a task force team, a transition team, screening committee, advisory committee; being a speaker at in-service meetings? Explain.
13. Has Liberty Mutual Insurance Company ever given any assistance to the administration by providing assistance in data processing? If so, how? Could Liberty Mutual Insurance Company help the administration in automating attendance programs; printing of catalogs, and curriculum handbooks? Are there other ways Liberty Mutual Insurance Company computers could assist the administration?
14. Has Liberty Mutual Insurance Company ever assisted the administration in providing facilities for events such as graduation, sports banquets, student government socials, etc.?
15. Has Liberty Mutual Insurance Company ever given any information on occupational forecasts, educational requirements for specific jobs and statistical analysis of the job market to the Guidance Counselor? If so, explain. How could Liberty Mutual Insurance Company assist the guidance department? What kinds of services, types of information would be useful to guidance?
16. Do you think schools have an obligation to prepare students for the world of work? Has Liberty Mutual Insurance Company ever provided instruction in job hunting techniques, interviewing, writing resumes and job applications? If so, explain. To what degree?
17. Does Liberty Mutual Insurance Company guarantee a certain number of jobs to Charlestown High School students? How many students receive jobs under the P.A.Y.S. scholarships? How many are involved in work study programs this year? How many students work part-time at Liberty Mutual Insurance Company? Do you think Liberty Mutual Insurance Company is providing enough jobs? Why or why not?
18. Does Liberty Mutual Insurance Company provide any job placement and follow-up services for graduating seniors? If so, explain, to what extent? If not, why? Do you think Liberty Mutual Insurance Company should provide this service? Explain.
19. What has been most frustrating about dealing with Charlestown High School administrators, teachers, and students? What has been most enjoyable? Any suggestions for alleviating any of the problems?

20. Barring any limitations, can you imagine and describe any suggestions of how business could be utilized in the schools to improve teaching, curriculum, research, student exposure to the world of work?
21. Are there any general comments, remarks, observations you'd like to add to our discussion of partnerships, its organization, or your role in the organization?

Liberty Mutual Insurance Company's Business Coordinator

Interview Questions

(in addition to 21 business personnel questions)

1. How were you chosen to be the business coordinator for Liberty Mutual Insurance Company at Charlestown High School? Is it a voluntary task, or is it assigned, or inherent in the job description?
2. Do you think your role is understood by administrators and teachers at Charlestown High School? If not, do you know why?
3. Do you feel Charlestown High School administrators and teachers wish your role was different? Do they ask you to perform services you cannot deliver? Explain?
4. Was your task with Charlestown High School a task which was in addition to your other duties? Did this present any problem? Do you have any suggestions to alleviate any problems? How much time in your job is spent on dealings with Charlestown High School? Is this sufficient? Explain.
5. Do you think your role with its accompanying tasks is understood by Liberty Mutual Insurance Company? If not, why?
6. Were you given any released time to involve yourself with Charlestown High School? A salary increase? A merit rating? Any recognition? Do you have any suggestions for inducement?
7. To what extent did you assist Charlestown High School's administration? What were your limitations? Any suggestions to improve this situation?
8. To what extent did you assist the teachers, curriculum planning, research, as a resource person? What were your limitations? Do you have any suggestions for improving this involvement?
9. Were there any other problems you encountered in attempting to work with school personnel in terms of geographics, office space, accessibility to teacher via telephone, arranging appointments, etc.?
10. Were there any other limits you realized a teacher and/or administrator had in dealing with the business sector? Do you have any suggestions for this? Any suggestions to alleviate difficulties?

11. What does top management of Liberty Mutual Insurance Company think of the school/business partnership? Are they replicating this idea in other cities? If so, where? Explain.



Student Interview Questions

1. What grade are you in? How many years have you attended Charlestown High School?
2. Are you aware of the business partnership between Liberty Mutual Insurance Company and Charlestown High School? Do you know what kinds of services Liberty Mutual Insurance Company provides to Charlestown High School? Do you know what the goals and objectives of a school/business partnership are?
3. Are you in favor of a business forming a partnership and linking with a high school? Why or why not?
4. Have you ever participated in the Liberty Mutual Insurance Company/Charlestown High School business partnership? If so, explain how?
5. Do you feel Liberty Mutual Insurance Company's business personnel were receptive and friendly towards Charlestown High School's administrators, teachers, and students? If so, how? Why? Explain.
6. Besides teaching in their own content area have teachers provided instruction in helping you prepare for the world of work? Should they provide skills in job hunting techniques, interviewing, writing of resumes and job applications? Why or why not?
7. Are business personnel helpful in this area? How, to what extent?
8. Has a business person ever taught a course to you at Charlestown High School? What would be some advantages? What would be some obstacles? Any suggestions for possible courses?
9. Have you ever taken a course or attended a field trip at Liberty Mutual Insurance Company? Tell me about it. Are there any advantages to your taking a course right at the company? Would this create any problems with your teachers?
10. Have you ever had any problems while attending a field trip, taking a course or internship? What were the problems or difficulties? Do you have any suggestions for alleviating these problems?
11. How would you feel about business personnel helping the teachers in planning curriculum and courses for you? Are there any advantages in having business personnel help the teachers? Any disadvantages? Do you have any suggestions as to how business could help the teachers?

12. Besides publishing our school newspaper, CHIP, can you think of other ways Liberty Mutual Insurance Company could provide assistance to teachers and students?
13. Has Liberty Mutual Insurance Company ever assisted the administration in providing facilities for events such as graduation, sports banquets, student government and socials?
14. How would you feel about your teachers taking a course at Liberty Mutual Insurance Company? Would it be helpful to the students? How, in what way?
15. Does the guidance counselor ever give you any employment forecasts and statistics? Could you use such information? Why?
16. Does Liberty Mutual Insurance Company guarantee a certain number of jobs to Charlestown High School students? Do you think they are providing enough jobs? Why, or why not?
17. Does Liberty Mutual Insurance Company provide any job placement and follow-up services for graduating seniors? If so, explain, to what extent? If not, why? Do you think Liberty Mutual Insurance Company should provide this service? Explain.
18. Have there been any frustrations for you in any way in your connection with Liberty Mutual Insurance Company?
19. Barring any limitations, can you imagine and describe any suggestions of how business could be utilized in the schools to improve teaching, curriculum, research, and student exposure to the world of work?
20. Are there any general comments, remarks, observations you'd like to add to our discussion of partnerships, its organization, or your role in the organization?

A P P E N D I X D

## A P P E N D I X D

Question Survey

This questionnaire is a follow-up to our interview which concerned the Charlestown High School/Liberty Mutual Insurance Company business partnership during the period Fall, 1974 to Spring, 1982 inclusive. The questions have special emphasis on how the partnership addresses certain areas of program focus as specified by the Tri-Lateral Council for Quality Education, Inc., an organization which oversees the Boston Schools/Business partnerships.

Please try to comment on each program focus with specific examples and/or your own suggestions. I will be incorporating this data in my Doctoral Thesis entitled Charlestown High School/Liberty Mutual Insurance Company Business Partnership: A Case Study.

Your thoughtful responses are appreciated as I hope to draw conclusions and make concrete suggestions to improve this school/business partnership. Please write your answers in the space provided and use back of pages if additional space is needed.

Thank you

## Personal Data

1. Name
2. Position (how many years)
3. Are you aware of the business partnership between Charlestown High School and Liberty Mutual Insurance Company?
4. Do you know what kind of services Liberty Mutual Insurance Company provides Charlestown High School? If so, describe these.
5. Are you in favor of business forming a partnership with a high school? Why, or why not?
6. Do you know what the goals and objectives of a school/business partnership are?
7. Have you ever participated in the Liberty Mutual Insurance Company/Charlestown High School business partnership? If so, explain how, in what capacity.

## I. Curriculum Development

- A. List and elaborate specific examples of how the Charlestown High School/Liberty Mutual Insurance Company business partnership has assisted in the curriculum development and/or revision at Charlestown High School. (Examples: developing model curricula on business related subjects, in the English class; beginning internships not previously offered at Charlestown High School)
- B. Are you in favor of the partnership assisting in this area? Why or why not?
- C. Give suggestions as to how the partnership could help teachers in curriculum planning revision.

## II. Upgrading Teacher Skills

- A. Give examples and explain how the Charlestown High School/Liberty Mutual Insurance Company business partnership has helped to upgrade teacher's skills. (Examples: offering internships or workshops exposing teachers to business management techniques; or, technological advancements such as computers and word processors)
- B. Are you in favor of the partnership assisting in this area? Why or why not?
- C. Give suggestions as to how the partnership could assist in upgrading teachers' skills.





#### IV. Management Assistance

- A. Give examples and explain how the Charlestown High School/Liberty Mutual Insurance Company business partnership has given management assistance to Charlestown High School. (Examples: serving on a screening committee, advisory committee, task force team, transition team; being a guest speaker at the schools in-service meeting; helping the administration in budgeting analysis, management techniques, use of data processing equipment or computer equipment)
- B. Are you in favor of the partnership assisting in this area? Why or why not?
- C. Give suggestions as to how the partnership could assist the Charlestown High School administration?

## V. Quality of Guidance/Job Preparation

- A. Give examples and elaborate on how the Charlestown High School/Liberty Mutual Insurance Company business partnership has given assistance to the Guidance Department. (Examples: giving information on occupational forecasts, educational requirements for specific jobs, statistical analysis of the job market)
  
  
  
  
  
  
  
  
  
  
- B. Give examples and elaborate on how the Charlestown High School/Liberty Mutual Insurance Company business partnership has helped to prepare Charlestown High School students for the world of work. Examples: giving instruction in job hunting techniques, interviewing, writing resumes and job applications.)
  
  
  
  
  
  
  
  
  
  
- C. Are you in favor of the partnership assisting in this area? Why or why not?
  
  
  
  
  
  
  
  
  
  
- D. Give suggestions as to how the partnership could assist the Guidance Department and thus enhance the quality of guidance.

## VI Job Placement

1. Give examples and elaborate on jobs provided by Liberty Mutual Insurance Company for Charlestown High School students. (Examples: providing full time employment, part-time employment, P.A.Y.S. scholarship jobs, work-study program jobs)
2. Are you in favor of the partnership providing jobs for Charlestown High School students? Why or why not?
3. Are you in favor of the partnership guaranteeing jobs for Charlestown High School students? Why or why not?
4. Give suggestions as to how the partnership could help in providing and/or guaranteeing jobs for Charlestown High School students.

A P P E N D I X E

## A P P E N D I X E

## SUMMARY OF PARTNERSHIP ACTIVITIES FROM 1974-1982

Year 1 September 1974 - August 1975Criterion 1: Curriculum Development and EnrichmentA. Programs Realized

## I. Hopkinton Research Center Field Trip - Driver Education

On December 18, 1974 Ralph Berkowitz expressed an interest in taking Charlestown High School's driver education class to Hopkinton to participate in Liberty Mutual's Skid Driving School. On January 16, 1975, Emmanuel Serra, Charlestown High School teacher and James Mansfield met with R.F. Daley, Jim Dolliver and Gil Drake of Training Development and Motor Vehicle Safety Departments to arrange for Liberty Mutual to lecture at Charlestown High on driving safety. Three one-hour programs were held on February 10, 27, and March 10, 1975.

On April 17th the driver education class went to Hopkinton to participate in the Skid School program. Following a classroom program on skid control and a review of the driver education programs held at Charlestown High School students participated in Behind-the-Wheel Skid Control Training.

## II. Industrial Hygiene Field Trip - Chemistry Class

See Chapter IV.

## III. Journalism Assistance - Journalism Class

A tradition at Charlestown High School is the publication of the school's newspaper, "Charlestown High in Print." On January 23, 1975 Andrew Fisher, English teacher and newspaper advisor, indicated to Mr. Berkowitz that he was experiencing difficulty in organizing and printing the school newspaper. On January 29 Warren Marshall formed a team of Liberty Mutual personnel to provide editorial assistance, layout and art advice, and suggestions for the technical aspects of printing.



On February 4th, Mr. Fisher and the CHIP staff met with the Liberty Mutual team to receive assistance and receive art supplies for layout purposes. On February 24th, Liberty Mutual printed the March issue of CHIP in its print shop and delivered it to Charlestown High School for distribution.

On March 5th, a faculty advisor and nine of the CHIP staff met with Jean Hanson, Director of Liberty Mutual's Graphic Arts Department, to discuss art work and layout suggestions for future issues of CHIP. Following the meeting, Ms. Hanson took the students on a tour of the Audiovisual Department, with special emphasis on the Graphic Arts Department and its connection with the publication of a newspaper. Following this tour students met with Robert Goddard of the Personnel Development Department, a Journalism major in college. Mr. Goddard talked with the students concerning their ideas of a professional publication and made suggestions for improving the quality of the next publication.

In April, Liberty Mutual printed another issue of CHIP for Charlestown High School.

#### IV. Liberty Mutual's Rehabilitation Center Field Trip - Human Values Class

On February 4th, 1975 the human values class met at Liberty Mutual's Rehabilitation Center where H.T. Drummond lectured on fundamentals of rehabilitation in relation to workman's compensation injuries. The program included a filmstrip on the rehabilitation center and a demonstration of prosthetic equipment. This program gave students an overview and an understanding of the duties and responsibilities of such medical careers as physical therapists, medical technicians, and rehabilitation nurses.

#### V. Introduction to Investments - Math Class

On February 12th, 1975 Walter Langley's ninth grade math class visited Liberty Mutual. The class was given an assignment in investing, thereby showing how math related to the field of investment. Al Mercer, Assistant Treasurer, lectured on Fundamentals of Investments. Materials showing how to read the financial page and other related subjects were given out. Students were then given a tour of Merrill Lynch's brokerage office.

VI. Introduction to Insurance and Insurance Rate Making - Math Class

On March 14, 1975 Mr. Langley requested a program on the concepts of insurance, types of insurance policies and the mathematical aspects of insurance. On April 15th, Mr. Mansfield presented the program consisting of showing a film strip "Family Tree of Insurance," a discussion on how property and casualty rates are made and a case study which enabled the class to determine rates. Mr. Mansfield showed the students the mathematical formula for calculating rates and showed the effects of increases and decreases of losses on rates.

VII. Key Punch Training - Business Class

On March 19, 1975 Mr. Pumphret and four students from his business class visited the keypunch operation in the Financial Department. Mr. Savoy of Liberty Mutual and one of his supervisors gave a 45 minute demonstration on key-punch equipment and its operation. The students received an opportunity to operate the equipment.

VIII. Psychology Field Trip - Psychology Class

On March 20, 1975, Ellen Pishenin, a Liberty Mutual staff psychologist, presented a program to two psychology classes taught by Dr. Holland on the practical application of psychology in the business world explaining how psychological testing and measurement were used in business.

IX. Art Display at Liberty Mutual Insurance Company - Art Class

On April 4, 1975 David Erwin, art teacher, requested an art display at Liberty Mutual. Nancy Carroll of Administration Services managed this project. On May 12th Mr. Erwin, Mr. Berkowitz and one student brought the art materials to be displayed from May 12th through May 15th at Liberty Mutual to the second floor area outside of the cafeteria. This display provided an excellent mechanism to make Liberty Mutual's personnel aware of the Charlestown High School/Liberty Mutual Insurance Company partnership.

X. Publication of Charlestown's Literary Digest - English Class

In the spring of 1975 Mr. Fisher requested assistance in publishing a literary digest, "The Charlestown Crier" containing various poems and stories written by the students. Mr. Goddard arranged for the publication of the magazine with Liberty Mutual's Print Shop. Liberty Mutual delivered finished copies on May 27th for distribution at Charlestown High School.

B. Programs Not Realized

Curriculum Planning - Department Heads

In December, 1974 when Liberty Mutual Insurance Company first visited Charlestown High School, department heads and business teachers requested a meeting with the Headmaster, Guidance Counselor, Flexible Campus Coordinator and Liberty Mutual personnel. Sufficient coverage time was not set aside for teachers. Thus a group meeting was not accomplished.

Criterion 2: Upgrading Teachers' Skills

A. Programs Realized

Keypunch Program - Business Class

See Chapter IV.

B. Programs Not Realized

Summer Training on Keypunch Equipment - Business Teacher

See Chapter IV.

Criterion 3: Direct Delivery of Programs to Students

A. Programs Realized

I. Equipment Loan

The first instance of Liberty Mutual loaning of equipment to Charlestown High School came on December 17, 1974 when a Polaroid camera and film was loaned to the students for use during Christmas for fundraising.

## II. Symposium on the Role of Women

On January 21, 1975 Anne Miles, Guidance Counselor at Charlestown High School, requested aid from Liberty Mutual in developing a symposium on the role of women in the business world. On May 6th, Theresa Maloney and Norma Rodsater, Assistant Vice-Presidents at Liberty Mutual, spoke to sixty girls at Charlestown High School in a lecture entitled "Women's Symposium."

## III. Ad in "Ironsides"- Charlestown High School Yearbook

On March 4, 1975, Thomas Cummings, business teacher and faculty advisor for the school yearbook, asked Liberty Mutual to design and sponsor an ad for the yearbook which would feature the Partnership Program. Mr. Goddard prepared the copy for the ad and Ms. Hanson prepared the art work. The ad was delivered to Mr. Cummings on March 13th.

## IV. Keypunch Training

See Chapter IV.

## V. Boys State Program Sponsored by the American Legion

On April 18, 1975, Liberty Mutual received a request from William Galvin, a resident of Charlestown and employee at the Suffolk County District Attorney's Office. Mr. Galvin, on behalf of the American Legion Post 26, wanted Liberty Mutual to sponsor a qualified Charlestown High School boy to attend the Annual Boys State Program on Government, held in Worcester from June 14th through June 21st. Liberty Mutual agreed to sponsor Martin Pike.

## VI. Aquarium and Museum of Science Tickets

On May 12, 1975 Mr. Mansfield delivered 100 tickets for the Aquarium and 100 tickets for the Museum of Science to Mr. Berkowitz and James Kerrigan, science teacher, to distribute to students at the Administration's discretion.

## VII. Mini Course in Photography

On May 21, 1975 a group of Charlestown High School students participated in the first of three, two-hour sessions of the mini-course in photography held at Liberty Mutual under the direction of George Disario. The program consisted of explanations of different kinds of cameras, film, and lighting. Students were shown the dark room and given

explanations of developing and enlarging. Following the demonstration, the students developed and enlarged pictures. At the conclusion of the session the students were provided with a roll of film to shoot pictures and bring back for development and a critique at the next meeting.

On May 28th session 2 was also held at Liberty Mutual. Students developed and printed their shots. The prints were evaluated. Slide film was then given to the students. On June 18th, students displayed their slides on a screen for constructive comments.

#### VIII. Sponsorship by Liberty Mutual of a Sports Trophy

Liberty Mutual agreed to sponsor a trophy for the outstanding girl athlete.

#### B. Programs Not Realized

##### I. Executive Internship Program

See Chapter IV.

##### II. 1776 Project

On January 18, 1975, Mr. Cummings asked Liberty Mutual to assist the class of 1976 with their bicentennial projects by providing assistance in public relations techniques. Mr. Cummings was hoping to obtain permission to sell souvenirs at the Bunker Hill Monument. Liberty Mutual would assist by preparing public relation releases for the students' use in radio, television and other public service announcements. In this instance Charlestown High School was willing, and Liberty Mutual offered its services but the Charlestown Historical Society vetoed the project. The Historical Society itself became the sole vendor.

##### III. Skills Testing in Employment Department

Mr. Mansfield had arranged in spring of 1975 to have students visit the Employment Department to take typing, spelling and math entrance tests, to give the students, on an experimental basis, an idea of their performance. Mr. Kerrigan, newly appointed Flexible Campus Coordinator, visited the business classes explaining the concept and urging the students to take part. This activity was to be after school and students were expected to provide their own transportation. No students participated in this activity.



#### IV. Effective Listening Tapes

Mr. Berkowitz requested that Liberty Mutual provide Charlestown High School with tapes teaching good listening habits. Liberty Mutual, however, did not have such a resource.

#### V. Career Center

Mr. Mansfield had arranged with Ellen Beecher, Coordinator of Liberty Mutual's Career Center, for Charlestown High School students use of the facilities. The Career Center is especially designed to give remedial help in math, spelling and typing to employees who are weak in these areas. In-house classes are held during the working hours for Liberty Mutual employees. Ms. Beecher arranged for convenient time slots to be set aside for Charlestown High School students. Mr. Kerrigan was unable to arouse interest from any students.

#### Criterion 4: Management Assistance

##### A. Programs Realized

###### Film Loan Equipment

On January 31, 1975 Patrick Sbardelli, vocational teacher, requested the loan of a driver education film to show to an evening class of Chinese who are studying English. The film was loaned to Mr. Sbardelli for the evening.

##### B. Programs Not Realized

###### 1. Digital Tape Equipment

Charlestown High School's administration requested the use of digital tape equipment for school functions. Liberty Mutual had to deny this request as the tapes and equipment were too expensive. However, they offered to allow Charlestown High School teachers to come over to Liberty Mutual to use the equipment. This was not done.



## II. Liberty Mutual - C.D.A.C. Meeting Place

See Chapter IV.

### Criterion 5: Quality of Guidance/Job Preparation

#### A. Programs Realized

##### I. Employment Data - Assistance to Guidance Department

On December 11, 1974 the Charlestown High School guidance counselor first met with Liberty Mutual personnel and requested assistance in developing data on people to contact for information on job opportunities. Liberty Mutual provided names from their company only.

##### II. Job Awareness - Guidance Department and CHS Students

On January 21, 1975 Ms. Miles asked Mr. Berkowitz if Liberty Mutual could assist the guidance department in providing better services in job awareness. Ms. Miles met with Eulalia Geary, Employment Supervisor; they decided to have Liberty Mutual employees who were graduates of CHS speak to the seniors concerning their jobs and responsibilities. Ms. Geary also spoke to three business classes on opportunities in the world of work. She conducted mock interviews for the students using role playing techniques.

##### III. How to Apply for a Position in Industry - Business English Class

Viola Iolbert, English teacher, requested a speaker for her two sophomore business English classes. On May 8, 1975, Ms. Geary spoke to 50 students. Her subject was "What a Company Looks for in a Job Resume and Letter of Application."

#### B. Programs Not Realized

##### I. Former Graduates Speak - CHS Students

Ms. Miles and Ms. Geary were not successful in locating former Charlestown High School graduates who were Liberty Mutual employees to come to the school to speak to the students.

## II. Professional Consortias

See Chapter IV.

### Criterion 6: Job Placement

#### A. Programs Realized

##### I. Distributive Education Program

Liberty Mutual hired, on a part-time basis, two students in the Distributive Education Program for the school year.

##### II. Full Time Employment - CHS Graduates

Liberty Mutual hired nine students for permanent employment.

#### B. Programs Not Realized

Internship - Executive Internship Program

See Chapter IV.

Year 2 September 1975 - August 1976

Criterion 1: Curriculum Development and Enrichment

A. Programs Realized

I. Journalism Assistance - Journalism Class

During year two of the partnership, the newspaper had a new faculty advisor, English teacher, Maureen White. Liberty Mutual began their assistance on September 30, 1975. Ms. Hanson continued to give layout training and assistance, and provided layout and art supplies as needed. Before and after each issue was printed, Mr. Goddard met with Ms. White and the CHIP staff to critique and offer suggestions. With the help of Liberty Mutual the CHIP staff made considerable progress during the school year. Improvements were made in layout, editorial content and overall quality of the newspaper.

II. Hopkinton Research Center Field Trip - Driver Education

Liberty Mutual continued its driver education program by conducting three driver education classes at Charlestown High School on January 5, 12 and 19, 1976. On March 3, 1976, Mr. Kerrigan and Mr. Mansfield took 50 students to visit the Hopkinton Research Center and participate in a one-half day emergency reaction driving program which included behind the wheel driving experience and instruction in automotive safety. Liberty Mutual also secured for Charlestown High School students driver's license manuals from the Registry of Motor Vehicles.

III. The Importance of Typing as a Valuable Skill - Typing Class

On January 7, 1976, Ms. Geary and Ms. Beecher visited the typing class at Charlestown High School. Thirty students from Karen Prussing's typing class listened to Ms. Geary discuss the value of proficiency in typing. The students were administered Liberty Mutual's pre-employment typing test to measure their own progress.

IV. Commercial Art Course - Art Class

On January 12, 1976, a new course began at Liberty Mutual under the guidance of Ms. Hanson. Every Monday morning from 9:30 to 12:00 noon six students were provided

practical experience in Commercial Art. Students learned to make transparencies and posters, to use transfer lettering, to apply principles of layout, and pen and ink techniques.

#### V. Electrical Safety Hopkinton Research Center - Electrical Class

This new course offering was held on January 13, 1976 when Mr. Sbardelli, Electrical Instructor, brought 33 seniors to Hopkinton. Rus Besser, Technical Consultant, put on a one-hour classroom program and demonstration on electrical safety. Rick Gulla, Training Consultant, showed the students the "Boston Arm" with special emphasis on its electrical aspects. Following the classroom presentations the group was taken on a tour of the Research Center. Mr. Besser provided Mr. Sbardelli a set of 35 millimeter slides which he had used in his classroom presentation and the data sheet on electrical hazards used for the slide presentation.

#### VI. Industrial Hygiene and Chemistry Field Trip - Chemistry Class

In March, 1976 Mr. Kerrigan and 25 junior students traveled to Hopkinton for a discussion on the use of chemistry in industry. The format, demonstration and tours were the same as year 1.

#### VII. Junior Achievement Curriculum Planning - Business Department

On April 14, 1976 Frank McIntosh met with Mr. Kerrigan and Richard Glennon, business teacher, to discuss the possibility of developing a Junior Achievement class and curriculum at Charlestown High School for the next school year. Preliminary plans for Junior Achievement to be taught via Mr. Glennon's Economic class the following September were made. The saleable product for the Junior Achievement activities would be the Charlestown High School yearbook.

#### VIII. Industrial Psychology - Psychology Class

Giovanni Ferro, new Psychology teacher, and 25 seniors listened on April 27, 1976 to a discussion by Ms. Pishenin on the role of industrial psychologists and the use of psychology in testing and the employee evaluation.

#### IX. Introduction to Insurance - Economics Class

This program is a refinement of the previously implemented one given by Mr. Mansfield to Mr. Langley's ninth grade math class. In April, Mr. Mansfield presented his discussion to 23 senior economic students. Mr. Mansfield gave his lecture, had a question period, and distributed insurance booklets.

#### X. Introduction to Investments - Economics Class

On April 29, 1976 Mr. Mansfield introduced the field of investments and sources of financial information to the investor. This program was a revision of the program offered in 1975, presented to a freshman mathematics class.

#### XI. Art Display at Liberty Mutual Insurance Company - Art Class

See Chapter IV.

#### XII. Liberty Mutual Sponsors Partnership Activity - Other Businesses and School

On March 4, 1976 Liberty Mutual sponsored a meeting of three other business partners: Prudential, Blue Cross, Shawmut Bank and their prospective schools for the purpose of sharing ideas for curriculum planning.

#### B. Programs Not Realized

##### I. Key Punch Course - Business Class

See Chapter IV.

##### II. Liberty Mutual's Joint Curriculum Planning - Bunker Hill Community College/Charlestown High School

See Chapter IV.

### Criterion 2: Upgrading Teachers' Skills

#### A. Programs Realized

##### I. Liberty Mutual Hosts Charlestown High School Faculty

On June 15, 1976, Liberty Mutual hosted a teachers' workshop for the specific purpose of exposing teachers to the workings of Liberty Mutual so they might revise their



course offerings to be more up to date and relevant. Besides Mr. Kerrigan, four business teachers attended: Mr. Cummings, John Brennan, Mr. Glennon and Charles McGonagle. The workshop included a tour of the Print Shop, Claims Department, Public Relations Department and Career Center. Following the departmental visits a discussion was held with the faculty members on suggestions for future programs which would be of benefit to the Charlestown High School business department.

## B. Programs Not Realized

### I. Business Economics Course

The Tri-Lateral Council for Quality Education, Inc., sponsored a business economics course for teachers and guidance counselors in the Boston school system from June 2 to July 2, 1976. The cost for the course was funded by the National Alliance of Businessmen. The objective of the course was to provide faculty members with a better understanding of the basic economic principles in today's economy. A secondary objective of the course was to provide teachers and counselors with knowledge of the various career opportunities available to Boston high school graduates in the Boston area.

The format of the course included two sessions on the principles of economic theory and practice. Following this session the group was divided into two segments. Each visited companies involved in the Tri-Lateral Council partnership program. Programs were put on by partnership companies in their respective fields including insurance, government, commercial banking, Massachusetts savings banks, public utilities, technology and manufacturing. The final report on the business economics course contained an outline of the subject matter presented by these industry groups.

Teachers attending this program received three in-service credits by the Boston school department. The program was attended by 37 faculty members (27 from high schools and 10 from middle schools). Three Charlestown High School guidance counselors signed up for the program. Liberty Mutual did not participate in this program, thus the counselors did not either. Mr. Mansfield helped in the planning of the insurance industry session, but the company per se did not take an active part.



### Criterion 3: Direct Delivery of Programs to Students

#### A. Programs Realized

##### I. Aquarium and Museum of Science Tickets

Liberty Mutual gave Charlestown High School in September, 1975, 100 Museum of Science and 50 Aquarium tickets. The administration used its discretion in giving the tickets to the student population.

##### II. Symposium on Role of Women

Two top female executives from Liberty Mutual discussed the role of women in business. Charlestown High School students were very interested in the topic; Liberty Mutual personnel also felt it was worthwhile. However, because of the shortage of skilled personnel at Liberty Mutual, and the necessary preparation and travel time to give a 43 minute presentation to a small group of students, it seemed almost a misuse of time and talent.

##### III. Introduction to Photography

A 16 week introductory course was taught at Liberty Mutual starting October 7, 1975. Each session of the course lasted 2 1/2 hours and included a lecture, filmstrip series on the principles of photography, and actual experience in taking and developing pictures. The course provided students with hands-on practical experience in the Company's dark room and the use of various photographic equipment. Film and cameras were provided the students for outside assignments. Students felt the program was quite beneficial as they obtained a working, practical knowledge of photography. Company personnel handling this program felt students who stayed with the program to its completion met its learning objectives. After the course was completed, two students continued to go to Liberty Mutual on their own initiative to develop and print pictures they had taken, and receive further technical assistance from members of the staff. Some students assembled portfolios of their work of which at least one page was used in their applications for admittance to a college.

IV. Liberty Mutual Funds Boys State Program Sponsored by the American Legion

Liberty Mutual again provided funds for one student to attend the Boys State Program which provides students with an opportunity to learn the workings of government for a one week period. The program ran from June 19 through June 26, 1976. Its estimated cost of \$85 included tuition, expenses and travel.

V. Internship Program

See Chapter IV.

VI. Sponsorship by Liberty Mutual of a Sports Trophy

Liberty Mutual again funded a trophy for the outstanding female athlete at a cost of \$22.

VII. Ad in "Ironsides" - Charlestown High School Yearbook

See Chapter IV.

B. Programs Not Realized

Funding Charlestown High School Football Camp

See Chapter IV.

Criterion 4: Management Assistance

A. Programs Realized

I. Liberty Mutual Publishes Partnership Brochure

See Chapter IV.

II. Judge for Youth Debate

In March 1976, Mr. Mansfield acted as the Judge for the Youth Debate held at the Quincy School.

### III. Screening Committee Selection - PAYS Scholarship

See Chapter IV.

### IV. Screening Committee Selection - Summer Jobs

In May, 1976, Mr. Mansfield served on the screening committee to interview and select students for summer employment under the summer job program.

### V. Charlestown High School Assists Liberty Mutual - Use of CHS

See Chapter IV.

### VI. Art Certificates

As mentioned previously, Liberty Mutual hosted a Charlestown High School Art Display in the spring. Liberty Mutual helped the administration by designing certificates (in their Art Department) and printing them at their offset company. The cost of the certificates was \$40 per 100.

## B. Programs Not Realized

### Fire Safety Posters - Charlestown High School

Mr. Kerrigan requested that Liberty Mutual provide "Tot Finder" fire safety posters which he felt would be a worthwhile community service. Liberty Mutual could not assist in this area due to an ethical question. The "Tot Finder" poster was sponsored by the National Association of Insurance Agents, a Mutual Insurance Company. Liberty Mutual felt there would be a conflict of interest in their securing material from a mutual insurance company.

## Criterion 5: Quality of Guidance/Job Preparation

### A. Programs Realized

#### I. How to Apply for a Job in Industry - Business English Class

On April 13, 1976, Ms. Geary and Ms. Beecher presented a program discussing the job interview and resume writing to 27 senior students in business English. This program was identical to the program implemented in 1975. Teacher, students and business personnel were pleased with the results.

II. Career Day at Charlestown High School - Charlestown High School Seniors

See Chapter IV.

B. Programs Not Realized

None.

Criterion 6: Job Placement

A. Programs Realized

I. Distributive Education Program

During the school year 1975-1976, three students from grade 12 received on the job training each afternoon.

II. Summer Jobs - Juniors

Liberty Mutual awarded summer jobs to five Charlestown High School juniors. Students were screened by a committee of Charlestown High School Administrators: Elton Avery, Robert Jarvis, Mr. Kerrigan; Liberty Mutual representative, Mr. Mansfield; and parent representative, Judy Boucher from the Community District Advisory Council.

III. Full Time Employment - Charlestown High Graduates

Liberty Mutual hired 10 students for permanent employment.

B. Programs Not Realized

None.

Year 3 September 1976 - August 1977

Criterion 1: Curriculum Development and Enrichment

A. Programs Realized

I. Curriculum Enrichment Material - Electrical Course

On September 28, 1976, Mr. Kerrigan referred a request from Mr. Sbardelli for 50 copies of three loss prevention pamphlets pertaining to electrical safety. Mr. Mansfield contacted Mr. Besser and he supplied Charlestown High School with two of the booklets; the third was out of print.

II. Journalism Assistance - Journalism Class

On October 12, 1976, the two coeditors of CHIP, assistant editors and the person in charge of layout met with Mr. Goddard and Ms. Hanson. The purpose of this meeting was to help the new CHIP staff in planning the 1976 issues. During this meeting, assistance was provided in both technical writing and in layout. On October 29, 1976 the CHIP staff brought the November issue to Liberty Mutual to be printed. Liberty Mutual printed four more issues of CHIP during the school year.

III. Multi-Media First Aid Course - Health Class

Liberty Mutual encouraged Charlestown High School students, through Mr. Kerrigan, to attend a multi-media first aid course sponsored by Blue Shield of Massachusetts, a Tri-Lateral business partner of Madison Park High School. The course was open to 15 students from each partner school from October 19 through October 22, 1976. Students were taught the principles of first aid and accident prevention. Those who successfully completed the course received the American National Red Cross Certificate valid for three years.

IV. Museum of Science Mini-Course - Special Education Students

Liberty Mutual gave 10 tickets to Charlestown High School for the science mini-course offered at the Museum of Science. This course covering different aspects of science was offered one afternoon a week for five weeks. Students who attended the course were from the Chapter 766 class.

V. Commercial Art Mini-Course - Art Class.

See Chapter IV.

VI. Introduction to Massachusetts Automobile Insurance - Math Class

On November 5, 1976, M. Austin of the Boston Personal Sales Department of Liberty Mutual spoke to 40 seniors during two math classes. Mr. Austin explained the different coverages of Massachusetts auto insurance, how to insure a car and provided examples of how much premiums would be for drivers under 25 years of age. Mr. Austin also explained the differences in premiums for young people who had taken driver education classes as opposed to those who had not. Mr. Lovey, math teacher, felt these lectures were superb. His students were extremely enthusiastic and delayed the speaker at the end of the class time in order to ask additional questions.

VII. Industrial Psychology - Psychology Class

In November 1976, Ms. Pishenin gave her lecture on the role of the industrial psychologist and the use of psychological testing and evaluation in industry. Mr. Ferro felt this talk extremely worthwhile as it showed the relevancy of his subject matter to a work situation.

VIII. Introduction to Insurance - Business Class

In November 1976 Liberty Mutual personnel spoke to 46 students in grade 12 economics and distributive education classes. The students were introduced to property and casualty insurance available to individuals and corporate insurance buyers.

IX. Introduction to Investments - Business Class

In December 1976, 46 students in grade 12 economics and distributive education classes were introduced to the field of investments and sources of financial information by Mr. Mercer. During year one of the partnership this lecture had been given at Liberty Mutual and was followed by a tour of Merrill Lynch brokerage house. However, because of transportation problems this activity was held at Charlestown High School.



X. Hopkinton Research Center Field Trip - Driver Education

Beginning in December 1976, 25 students from Mr. Rowley's class were provided with the behind-the-wheel experience in emergency driving situations and classroom lectures on automobile safety. This activity was identical to the previously offered field trip in driver education and again very successful.

XI. Computer Courses and Equipment Consultants - Selected Charlestown High School Faculty

See Chapter IV.

XII. Industrial Chemistry Field Trip - Chemistry Class

In February 1977, 25 students in grade 11 chemistry class attended a demonstration on industrial chemistry and its practical use. Again the relevancy of school work to the world of work was demonstrated.

XIII. Electrical Safety Field Trip - Electrical Class

47 students from grade 12 vocational program attended a session in the Spring of 1977 to learn about electrical safety through a case history, exhibits, classroom presentations and demonstration. Parts of this program were donated to the school for infusion into the curriculum including two copies of the film "Let's Pass as Friends."

XIV. Importance of Typing as a Valuable Skill - Business Class

In the Spring 1977, Ms. Beecher again presented her lecture on the importance of good typing habits. She also administered Liberty Mutual's pre-employment tests to the students.

XV. Art Display at Liberty Mutual - Art Class

In the Spring, 1977, 100 students' art work was exhibited for five days at Liberty Mutual where employees cast ballots in a contest divided into the following categories: weaving, painting, drawing, paper sculpture and abstract designs. Liberty Mutual prepared certificates for the winners.

B. Programs Not Realized

None.

Criterion 2: Upgrading Teachers' Skills

A. Programs Realized

I. Photo Lab Consultants

Art and English teachers requested Mr. Disario and Bill Shields of the Photography Department at Liberty Mutual provide specific advice and suggestions for ordering hardware equipment and photographic developing supplies necessary for setting up a darkroom. Liberty Mutual also gave Charlestown High School equipment including an enlarger, chemicals, and paper. Thus, the darkroom was sufficiently supplied to begin a photography course. However the darkroom has never been used. Mr. Shields felt there was no one particular teacher who had the authority and expertise to begin the course. Charlestown teachers felt lack of flexible scheduling prevented a teacher from teaching the course.

B. Programs Not Realized

None.

Criterion 3: Direct Delivery of Programs to Students

A. Programs Realized

I. Yearbook - Ironsides 77

During the first two years of the partnership, Liberty Mutual had given financial support by placing an ad in the yearbook. Year three of the partnership brought a very close alliance with Liberty Mutual and the actual publishing of the yearbook. Attempts at having a Junior Achievement class at Charlestown High School, with the yearbook as the marketable product, had failed. Thus, Mr. Goddard, Director of Publications at Liberty Mutual, was requested by Mr. Marshall to assist Charlestown High School in publishing the yearbook.

Twenty students from Mr. Glennon's grade 12 economic class were given technical advice and assistance. Mr. Goddard conducted 26 two-hour training sessions on layout and graphic design. Ms. Hanson and Mr. Shields assisted. Students were provided with cameras, art materials, and typesetting. By May, the students despite the instruction and materials, were only half finished with their yearbook. When the students left (May 15), Mr. Goddard finished the yearbook by working approximately five hours a day for one month.

Liberty Mutual again placed its ad in the yearbook.

## II. Close-up Trip to Washington

See Chapter IV.

## III. Sponsorship by Liberty Mutual of Sports Trophy

Liberty Mutual continued to fund the trophy for the outstanding female athlete to be presented at Charlestown High School's sports banquet.

## IV. Sponsorship by Liberty Mutual - P.A.Y.S. Scholarship

See Chapter IV.

## B. Programs Not Realized

### I. Junior Achievement - Charlestown High School Business Class

See Chapter IV.

## Criterion 4: Management Assistance

### A. Programs Realized

#### I. Flexible Campus Program Folder

Liberty Mutual provided Mr. Kerrigan, new Flexible Campus Coordinator, with assistance in developing and producing a folder describing alternative flexible campus programs. The Graphic Arts Department designed a suitable logo and helped design different sections of the folder. Liberty Mutual also sent the folder to the printer and made 2500 copies for Mr. Kerrigan to use and distribute.

## II. Cultural Enrichment Consultant

See Chapter IV.

## III. Liberty Mutual Funds Transportation - Field Trips

Liberty Mutual assisted the administration by funding the cost of school buses for each of its field trips to Hopkinton. Although the chemistry, electricity and driver education field trips were free, Charlestown High School had no money in its budget for field trips. Each bus trip cost \$75.

### B. Programs Not Realized

#### I. Learning Center Assistance - Personnel and Material

See Chapter IV.

#### II. Funding a Luncheon - National Honor Society

See Chapter IV.

## Criterion 5: Quality of Guidance/Job Preparation

### A. Programs Realized

#### I. Speaker Ninth Grade Exploratory Clusters Program

During this school year, all ninth grade students in Boston participated in a Career Exploratory Clusters Program. The objective of the program was to help students explore, in depth, occupations available to them and thus be better able to select occupations for which they would like to receive educational training and employment. Students were provided an opportunity to engage in real work problems adapted from actual occupational situations. Occupations included: construction, manufacturing, foods, services, health, business, government and journalism. Participating teachers requested that Liberty Mutual provide a speaker in the computer field to speak to the students. Liberty Mutual responded by contacting their Data Processing Center at Portsmouth and securing a most qualified representative from the Training Department.

## II. Liberty Mutual Provided Planning in Job Preparation Unit - Guidance Department

Liberty Mutual assisted the Tri-Lateral Council in designing a five day curriculum mini-workshop on Job Hunting Techniques to be used at Charlestown High School. Mr. Mansfield assisted in this area.

## III. Liberty Mutual Teaches Job Preparation Unit - Senior Students

In April 1977, Ms. Geary and Ms. Beecher presented to 180 seniors at Charlestown High School a career workshop in Job Hunting Techniques. Topics included: Job Hunting, Personnel Department Selection Procedures, Employment Application, Interviewing Techniques and Personnel Data Sheet Completion.

This program was very different as it lasted five days as opposed to the usual one or three day presentation. Teachers felt the materials supplied by the Tri-Lateral Council were not self-sufficient and required considerable adaptation in order to be of value. They also felt the slide presentation given to the students was dull and unrelated. Both teachers and business personnel responsible for implementing the program viewed the program as somewhat of an imposition as it required considerable man hours to implement.

Participating administrators and teachers were: Mr. Kerrigan, Flexible Campus Coordinator; Mr. Avery, Guidance Counselor; John McGrath, Career Counselor; Mary Anne Matthews, Paul Gagnon, and Robert Feeney, English teachers.

## IV. Former Charlestown High School Graduates Speak Regarding Jobs - Charlestown High School Seniors

See Chapter IV.

## B. Programs Not Realized

None.



Criterion 6: Job PlacementA. Programs Realized

## I. Part Time Job - Distributive Education Program

On October 22, 1976, Mr. Matthews, Acting Assistant Headmaster and Business Department and Distributive Education Coordinator, requested consideration of increasing the number of students in the distributive education program at Liberty Mutual. Mr. Matthews had already enrolled three students in this program. Ms. Geary assured Mr. Matthews that if two students from different schools had equal qualifications the Charlestown High School student would be given preference. Later that month Liberty Mutual hired one more student from the program.

## II. PAYS Summer Job - Junior Students

Liberty Mutual hired two juniors in the summer for clerical work.

## III. Full Time Employment - Charlestown High School Graduates

Liberty Mutual hired 11 students for permanent employment.

B. Programs Not Realized

## I. Business Apprenticeship - Senior Business Students

On October 22, 1977, Mr. Rowley, business teacher, forwarded a request to Mr. Kerrigan outlining an apprenticeship program for qualified senior business students. Mr. Rowley wanted selected students to receive training at Liberty Mutual during the last two weeks of the 1976-1977 school year. If the students qualified they would be given an entry level position for a temporary period (30 days). Liberty Mutual could not grant Mr. Rowley's request. During the partnership, Mr. Marshall did not encourage apprenticeships. Additionally, Liberty Mutual had slotted temporary summer positions under the PAYS program or in some cases under the YES programs.



Year 4 September 1977 - August 1978

Criterion 1: Curriculum Development and Enrichment

A. Programs Realized

I. Journalism Assistance - Journalism Class

During year four of the partnership the CHIP staff had become fairly independent in their writing, editing and layout of the newspaper. Liberty Mutual continued to publish CHIP and fund the cost of the photography which added an interesting dimension to the newspaper. Mr. Goddard continued to critique the quality of the paper.

II. Basic Library Skills - English Class

In January, 1978, six grade 11 students attended a seminar at Liberty Mutual's Business Reference Library for an introduction to business reference sources as a supplement to a library research course they had just completed.

III. Hopkinton Research Center Field Trip - Driver Education

The driver education program continued this year in the same format as the three previous years (classroom lectures and behind-the-wheel experience). In January, 1978, 16 senior students traveled to Hopkinton to participate.

IV. Industrial Hygiene and Chemistry Field Trip - Chemistry Class

In February, 1978, 25 students in grade 11 chemistry class attended a demonstration on industrial chemistry and its practical use at the company's research center. Charles Boone and T. Walley Williams of Liberty Mutual gave the demonstrations. Later in the month nine special needs students traveled to Hopkinton to participate in a similar field trip.

V. Electrical Safety Field Trip - Electrical Program

In February, 1978, 47 students from a grade 12 vocational program attended a session at Hopkinton Research Center. Mr. Williams gave a demonstration on the "Boston Arm" a prosthetic developed by Liberty Mutual.

#### VI. Commercial Art - Art Class

Ten students from grades 10 to 12 attended 12 sessions at Liberty Mutual to learn how to make transparencies, posters, transfer lettering, principles of layout and pen and ink techniques. Jackie Louzan again taught the course.

#### VII. Business Letter Writing - English Department

Liberty Mutual provided Charlestown High School's English department with an audiovisual course in effective business letter writing to be used as a supplement by the English department.

#### VIII. Art Display At Liberty Mutual Insurance Company - Art Class

In May, 1978, over 100 students' art work was exhibited for five days in the foyer outside Liberty Mutual's cafeteria. Employees again cast their ballots for the contest divided into the following categories: weaving, painting, drawing, paper sculpture and abstract design. Liberty Mutual prepared certificates for the winners.

#### IX. Curricula Assistance

Mr. Mansfield served as an advisor in planning proposed magnet courses for the new Charlestown High School although he felt his input was limited.

#### B. Programs Not Realized

Architect Consultant/Speaker

See Chapter IV.

### Criterion 2: Upgrading Teachers' Skills

#### A. Programs Realized

Photo Lab Consultants

See Chapter IV.

## B. Programs Not Realized

None.

## Criterion 3: Direct Delivery of Programs to Students

### A. Programs Realized

#### I. Photography Course

Mr. Disario and Mr. Shields conducted a nine week, one morning a week mini-course, in the fundamentals of picture taking, developing and enlarging. Mr. Disario conducted classroom lectures while Mr. Shields taught darkroom techniques. Five students from grades 11 and 12 attended the course. Many photographs were used in the CHIP newspaper.

#### II. Yearbook - Ironsides 78

Mr. Goddard continued to teach the fundamentals of layout and graphic design. Twenty students from grade 12 attended 26 two-hour sessions at Liberty Mutual. In the spring, however, the yearbook was not finished by the students. Mr. Goddard again worked approximately one month, five hours a day to complete the yearbook.

Charlestown High School had the only student produced yearbook of all the high schools in the Tri-Lateral Partnership Program. Liberty Mutual's assistance brought the cost of the yearbook from \$17,000 to approximately \$10,000.

#### III. Museum of Science and Aquarium - Tickets

Liberty Mutual provided 25 tickets for the Museum of Science and the Aquarium for use by students.

#### IV. Sponsorship by Liberty Mutual of Sports Trophy

Liberty Mutual again donated a trophy which was awarded to the outstanding female athlete during the sports banquet.

V. Close-Up - Trip to Washington

See Chapter IV.

VI. Sponsorship by Liberty Mutual of PAYS Scholarship

See Chapter IV.

B. Programs Not Realized

None.

Criterion 4: Management Assistance

A. Programs Realized

12th Annual Oratorical Contest

Liberty Mutual designated Mr. Mansfield as a judge for the District VII Contest at the request of District Superintendent John McGourtey. Mr. Mansfield is a Dale Carnegie graduate and instructor and thus qualified for this activity.

B. Programs Not Realized

None.

Criterion 5: Quality of Guidance/Job Preparation

A. Programs Realized

I. Job Hunting Techniques - Senior Students

See Chapter IV.

II. Audiovisual Presentation - Careers - Ninth Grade Students

In conjunction with the ninth grade career exploratory program which was conducted for the second year, ninth graders were acquainted with the advertising and publishing fields. A member of Liberty Mutual's Public Relations Department gave an audiovisual presentation about the career possibilities in these fields.

### III. Career Guidance - Senior Students

One senior from Charlestown High School, in the spring of 1978, visited Liberty Mutual to discuss opportunities in the data processing field with company personnel.

### IV. Resource Materials - Senior Students

Liberty Mutual contributed information regarding entry level positions available to high school graduates to the Tri-Lateral Council's guidance cluster. Information from all partnership businesses was compiled and the cluster produced the magazine, Job Hunting - Spring 1978 which was distributed to all Boston seniors.

#### B. Programs Not Realized

Simulation Employment Interviews

See Chapter IV.

### Criterion 6: Job Placement

#### A. Programs Realized

##### I. Project YES

In the spring, 1978, Mayor White urged business partners to participate in Project YES by providing a number of job opportunities to disadvantaged youth (ages 16 to 19), who are either school dropouts or potential dropouts. If the student had dropped out of school, he had to return to qualify for this program. Students were to be US citizens, with a social security number and live in the following sections of Boston: Hyde Park, Mattapan, South End, Chinatown, Downtown Boston, Back Bay, North End, Charlestown, Dorchester, and parts of Roxbury.

Liberty Mutual agreed to participate in Project YES and allocated 33 job slots. However, Liberty Mutual stipulated that they would pay an hourly rate of \$2.95 as their policy was not to accept any Federal or State funding. They were the only partnership business who insisted on financial independence and thus they actually allocated more money to Project YES than any other business. Also, Liberty Mutual did not want the Project YES counselor supervising the new employees. The company wished to treat the students in this program similar to other employees and do its own

monitoring. Under these conditions, Liberty Mutual participated in Project YES. Of the designated 33 jobs, representing a variety of job skills, 20 were filled during the summer; three students remained in the fall on a full time basis.

## II. PAYS Jobs - Junior Students

Liberty Mutual again provided summer jobs for two juniors.

## III. Distributive Education Program

During the school year 1977-1978, six students from grade 12 received actual on the job training each afternoon during the school year.

## IV. Full Time Employment - Charlestown High School Graduates

Liberty Mutual hired 10 students for permanent employment.

## B. Programs Not Realized

### VEP Program

The Vocational Exploratory Program was funded by the National Alliance of Businessmen to provide work for high school students during the eight weeks of summer. Because Liberty Mutual was participating in Project YES, Tri-Lateral decided it need not participate in the VEP program during the summer of 1978.



Year 5 September 1978 - August 1979

Criterion 1: Curriculum Development and Enrichment

A. Programs Realized

I. Journalism Assistance - Journalism Class

Art and layout materials continued to be furnished by Liberty Mutual to the CHIP staff. Mr. Goddard again critiqued the newspaper, offering suggestions when needed.

II. Commercial Art Course - Art Class

A 13 week program was presented at Liberty Mutual for 10 students from Mr. Erwin's art class under the direction of Ms. Louzan and four members of the Audiovisual Department. The purpose of the class was to teach a working knowledge of commercial graphic design. Classes were held from 9:00 a.m. to 12:00 p.m. and were completed on March 21, 1979.

III. Curriculum Planning - Curriculum Enrichment

Charlie Hogan of the Kennedy Center and Mr. Berkowitz visited Liberty Mutual on March 12, 1979, to discuss the possibility of planning teacher internships and business exchange days to achieve a combined career education summer work program for students. All of the topics were still in the exploratory discussion stages.

IV. Hopkinton Research Center Field Trip - Driver Education

On March 29, 1979, Mr. Dolliver conducted the classroom phase of the company's Defensive Driving Program at Charlestown High School between 9:30 a.m. and 10:15 a.m. for 20 students. On April 26th between 9:30 a.m. and 12 p.m. the students participated in the company's Emergency Reaction Driving Program (Skid School).

V. Electrical Safety Field Trip - Electrical Program

On May 8, 1979, Mr. Besser conducted a session at the Hopkinton Research Center for 40 Charlestown High School students on electrical safety. The program was the same format as previous years with lectures, case studies, exhibits and a demonstration of the "Boston Arm."

#### VI. Industrial Safety Field Trip - Special Needs Students

On May 9, 1979, between 10:00 a.m. and 12:00 p.m. ten students from the 766 program at Charlestown High School attended the Hopkinton Research Center to learn about industrial safety.

#### VII. Industrial Hygiene and Chemistry Field Trip - Chemistry Class

On May 11, 1979, between 9:30 a.m. and 12:00 p.m. twenty students from Charlestown High School chemistry class attended a program on industrial chemistry and its practical uses. This program followed the same format as in previous years.

#### VIII. Art Display at Liberty Mutual Insurance Company - Art Class

In May, 1979, Charlestown High School held its art display and contest at Liberty Mutual. Again, company personnel cast ballots and certificates were awarded to the winners.

#### B. Programs Not Realized

None.

### Criterion 2: Upgrade Teachers Skills

#### A. Programs Realized

None.

#### B. Programs Not Realized

##### I. Teacher Summer Internship

See Chapter IV.

##### II. Business Exchange

On February 22, 1979, Mr. Hogan contacted Mr. Mansfield concerning the possibility of an exchange in which business personnel could learn what is currently taking place in education. Business personnel could act as co-partners with the teachers in the classroom for the entire school day. The business person could offer his/her perspective of what industry currently needs and expects from graduating

students. The business co-partner could also serve as a resource to the teacher on matters relating to subject matter.

Although this concept is unique and bears merit, nothing came of it. It seems there was no real pressure from Charlestown High School teachers for it. The Tri-Lateral Council through Debbie Barr embraced and definitely encouraged the teacher internship concept. Still Liberty Mutual did not execute the plan.

### Criterion 3: Direct Delivery of Programs to Students

#### A. Programs Realized

##### I. Yearbook - Ironsides 79

For the three years, Mr. Goddard continued to hold weekly workshops at Liberty Mutual, teaching students the fundamentals of layout and graphic design. In anticipation that the yearbook would not be finished in June and not wanting to devote a month's work of his own time, Mr. Goddard hired Edward Kyle, one of the yearbook staff, on a half-day basis under Project YES to work on the yearbook layout. Mr. Kyle worked through the summer under Mr. Goddard's direction until the layout was completed.

##### II. Photography Course

Six Charlestown High School students participated in the Photography course held at Liberty Mutual on January 5, 1979, between 9:00 a.m. and 12:00 noon. The course met for nine weeks, under the direction of Mr. Disario and Mr. Shields. Students were provided with cameras and film by the company. The format for the course was the same as in previous years.

##### III. Close-Up Trip to Washington

See Chapter IV.

##### IV. Museum of Science Tickets

On March 21, 1979, Liberty Mutual forwarded 25 Museum of Science tickets to Mr. Berkowitz.

#### V. Sponsorship by Liberty Mutual PAYS Scholarship

Liberty Mutual participated again in the PAYS Program by providing a \$1,000 scholarship to a deserving senior.

#### B. Programs Not Realized

None.

### Criterion 4: Management Assistance

#### A. Programs Realized

##### I. Liberty Mutual Serves on Charlestown High School Task Force Team

On March 5, 1979, Mr. Mansfield attended the first of three organizational meetings at the request of headmaster, Robert Murphy. The purpose of the meetings was to explore ways of expanding Charlestown High School's curriculum making the school a more attractive institution and thereby increasing the student enrollment. On March 15th between 10:00 a.m. and 12:00 p.m. Mr. Mansfield attended the second meeting, again exploring the possibilities for future curriculum at Charlestown High School. On March 27th Mr. Mansfield attended the third task force meeting. Also present were administrators from the Michelangelo, Edwards and Timilty Middle Schools, representatives from the Mass. College of Art, Bunker Hill Community College, E.D.C.O., Kennedy Center, Roxbury and Charlestown parents and four educational planning consultants. Innovative curricula such as Project Boston, a multi-media video tape course, Greatorex Project, a subschool emphasizing Basic Skills and a Graphics Arts elective were considered and discussed as possible new courses.

##### II. Liberty Mutual Funds Luncheon

Liberty Mutual paid the cost for four Charlestown High School faculty members to attend a luncheon hosting Senator Brooks.

## B. Programs Not Realized

### "Where's Boston" Tickets

The "Where's Boston" office called Liberty Mutual requesting that they purchase tickets for Charlestown High School faculty and students to attend this show. Since no request had come from the school and money had not been set aside for this, Liberty Mutual declined in purchasing tickets.

## Criterion 5: Quality of Guidance/Job Preparation

### A. Programs Realized

#### I. Job Hunting Techniques - Senior Students

In the spring 1979, Karen Bradley of Liberty Mutual conducted a three day mini-workshop for Charlestown High School seniors on job hunting techniques.

#### II. JOBS Booklets - Junior and Senior Students

### B. Programs Not Realized

None.

## Criterion 6: Job Placement

### A. Programs Realized

#### I. PAYS Summer Jobs - Junior Students

Liberty Mutual again provided two summer jobs to Charlestown High School juniors.

#### II. Distributive Education Program

During the school year 1978-1979 three students from grade 12 received actual on-the-job training each afternoon during the school year.

### III. Student Internship

See Chapter IV.

### IV. Full Time Employment - Charlestown High School's Graduates

Liberty Mutual hired ten students for permanent employment.

### B. Programs Not Realized

Career Exploration - Summer Work Program

See Chapter IV.



Year 6 September 1979 - August 1980Criterion 1: Curriculum Development and EnrichmentA. Programs Realized

## I. Journalism Assistance - Journalism Class

During the school year 1979-1980, CHIP underwent a striking cosmetic change using professional newsprint and photographs. No longer was the newspaper published in house at Liberty Mutual; rather the staff sent CHIP to Revere Journal to be published. After much dialogue between Mr. Goddard and Ms. White, concerning the desire of the CHIP staff to achieve a more professional look to the paper, the decision was made for Liberty Mutual to fund the cost of publication and offset printing. CHIP staff continued to do the initial layout with Revere Journal actually publishing it. The result was a much more professional, neater publication.

## II. Hopkinton Research Center Field Trip - Driver Education

Mr. Drake and Mr. Dolliver conducted a program in defensive driving at Charlestown High School. In the spring (1980) twenty students again participated in the Skid School at the Research Center.

## III. Electrical Safety Field Trip - Electrical Program

Mr. Besser conducted his program on electrical safety for twenty-five students from Charlestown High School. The program followed the same format as the previous five years.

## IV. Industrial Hygiene and Chemistry Field Trip - Chemistry Class

Mr. Boone again conducted his discussion on the practical uses of chemistry in industry. Mr. Williams again demonstrated Liberty Mutual's "Boston Arm."

## V. Interview/Hiring Process - Special Needs Students

Eight Special Needs students visited the Liberty Mutual printing department and then participated in mock interviews.

B. Programs Not Realized

I. Commercial Art Course - Art Class

See Chapter IV.

II. Art Display at Liberty Mutual Insurance Company - Art Class

Mr. Erwin did not send the students' work for display and competition to Liberty Mutual in the spring of 1980.

Criterion 2: Upgrading Teachers' Skills

A. Programs Realized

Partnership Exploration Day - Project STEP

See Chapter IV.

B. Programs Not Realized

Teacher Internship, Summer 1980

Ms. Barr of Tri-Lateral Council contacted Mr. Mansfield requesting that Liberty Mutual sponsor teacher internships during the summer of 1980. The purpose of the internships was to provide Business Education teachers with the opportunity to acquire new skills, use automated equipment and develop personal contact with employees. The purchase and installation of Word Processing equipment in selected schools had led to the development of teacher internships in 1978. Charlestown High School teachers had shown a definite interest in being hired as interns during the summer of 1979. Ms. Barr requested Liberty Mutual accept interns in office work environments, including but not limited to, accounting, bookkeeping, records management, data processing, word processing and secretarial positions. No internships were realized.

### Criterion 3: Direct Delivery of Programs to Students

#### A. Programs Realized

##### I. Young Audiences of Massachusetts

Liberty Mutual sponsored two cultural assemblies for Charlestown High School students during the 1979-1980 academic year.

##### II. Close-Up Trip to Washington

See Chapter IV.

##### III. Ad in Ironsides - Charlestown High School Yearbook

Liberty Mutual placed an ad in the school yearbook. Charlestown High School now employs a company which publishes the yearbook saving the students and Mr. Goddard the technical problems and extensive time involved with the publishing of the yearbook.

##### IV. Museum of Science Tickets

Liberty Mutual arranged for 25 tickets to the Boston Museum of Science for use by Charlestown High School students.

##### V. PAYS Scholarship

See Chapter IV.

#### B. Programs Not Realized

##### I. Photography Course

Mr. Disario was unable to offer the photography course during the 1979-1980 school year due to his present and projected work load, budget and staffing. Mr. Disario said he was approaching his busiest season, was being pressured to travel and his location work was escalating. Given all of these factors, the photography course was not held.

##### II. Sponsor Student Exchange Program

Sylvia Dillard asked Liberty Mutual to help defray the cost of her trip to Denmark. She had received a \$750 scholarship in the Youth for Understanding, International Student Exchange Program. Ms. Dillard requested \$200 and

asked her community to help with an additional \$200. Liberty Mutual was forced to deny her request. Money had not been allocated for this.

#### Criterion 4: Management Assistance

##### A. Programs Realized

###### Business Curriculum Cluster

Mary Wheeler, Liberty Mutual Educational Trainer, served on the business cluster for the Humphrey Occupational Resource Center (ORC) and helped review and plan curriculum. Many Charlestown High School students attend the ORC in the morning for specialized courses.

##### B. Programs Not Realized

###### I. Electronics Cluster

Mr. Mansfield did not serve on the electronics cluster for the Humphrey Occupational Resource Center. He did not feel he had the expertise needed to review this curriculum.

###### II. Liberty Mutual Provide Neutral Space

Charlestown High School requested Liberty Mutual to provide a neutral site for student groups to discuss racial tensions and problems. They also requested the personnel to facilitate student learning of group interaction skills. This was never accomplished. Liberty Mutual's philosophy as a business was to remain neutral in such situations. Moreover, Charlestown High School never pursued or pushed this request.

#### Criterion 5: Quality of Guidance/Job Preparation

##### A. Programs Realized

###### I. Job Hunting Techniques - Senior Students

In the spring of 1980 Ms. Bradley from Liberty Mutual again conducted a three day mini-workshop for Charlestown High School seniors on job hunting techniques.

## II. Project STEP

Mr. Cummings took part in a one day training session hosted by Liberty Mutual and conducted by the Tri-Lateral Council. The day focused on a career education curriculum: Skills Training for Exploration and Placement. Mr. Cummings taught his four freshmen classes the career modules and activities designed by the Tri-Lateral Council.

### B. Programs Not Realized

None.

## Criterion 6: Job Placement

### A. Programs Realized

#### I. PAYS Summer Jobs - Junior Students

Liberty Mutual under the PAYS program again employed two juniors during the summer.

#### II. Distributive Education Program

Three senior students worked part-time in the afternoon during the school year.

#### III. Full Time Employment - Charlestown High School Graduates

Liberty Mutual hired nine students for permanent employment.

### B. Programs Not Realized

None.

Year 7 September 1980 - August 1981

Criterion 1: Curriculum Development and Enrichment

A. Programs Realized

I. Journalism Assistance - Journalism Class

Liberty Mutual continued to fund the cost of CHIP's publication at the Revere Journal. Mr. Goddard continued to critique each issue for its content acceptability.

II. Industrial Hygiene and Chemistry Field Trip - Chemistry Class

Eleven chemistry students in February, 1980, visited the Hopkinton Research Center for the program on Industrial Chemistry presented by Mr. Boone which followed the same format as previous years.

III. Hopkinton Research Center Electrical Safety - Electrical Program

Twenty-five students in March, 1980, attended a session at the Hopkinton Research Center to learn about electrical safety through case histories, exhibits, classroom presentations and demonstrations. Mr. Williams again demonstrated the "Boston Arm."

IV. Tour of Research Center - Industrial Hygiene Laboratory - Special Needs Class

In April, 1981, 26 special needs students visited the Hopkinton Research Center and toured the facility. Janet Healy, Assistant Manager of Facilities, Industrial Hygiene Laboratory, conducted the tour and showed a film to the students entitled "The Endless Marathon," featuring the different experimentation of Liberty Mutual.

V. Home Office and Building Maintenance Tour Special Needs Students

Six special needs students visited the company's home office and was given a tour by Ray Jacobson, Superintendent of Buildings, Home Office.



#### VI. Materials for Design Class

Bruce MacIntosh contacted Liberty Mutual during the school year 1980-1981 for assistance in securing art supplies and materials for his new mini-course, a Design Program. Liberty Mutual provided all art materials and needed art utensils.

#### VII. New Commercial Art Course - Art Class

See Chapter IV.

#### VIII. Hopkinton Research Center Field Trip - Driver Education

Eleven students were given classroom lectures at Charlestown High School by Mr. Drake and Mr. Dolliver. To supplement the classroom training the students participated in actual behind-the-wheel emergency driving situations in April, 1981.

#### B. Programs Not Realized

None.

### Criterion 2: Upgrading Teachers' Skills

#### A. Programs Realized

##### Key Punch Training

Two business teachers from Charlestown High School received training at Liberty Mutual in key punch operations.

#### B. Programs Not Realized

None.

### Criterion 3: Direct Delivery of Programs to Students

#### A. Programs Realized

##### I. Photography Course

See Chapter IV.

##### II. Young Audiences of Massachusetts

See Chapter IV.

##### III. Close-Up Trip to Washington

See Chapter IV.

##### IV. Boston Invitational Olympics

Liberty Mutual provided financial support for Special Needs students' participation in this program.

##### V. Ad in "Ironsides" - Charlestown High School Yearbook

A full page ad was taken in Ironsides to honor graduating seniors.

#### B. Programs Not Realized

Funding a Scholarship

See Chapter IV.

### Criterion 4: Management Assistance

#### A. Programs Realized

##### I. Career Skills for the Eighties

Ms. Wheeler served on the planning committee for this program. The program was sponsored by The Greater Boston Personnel and Guidance Association, Massachusetts School Counselor Association, Massachusetts Vocational Guidance Association, the Massachusetts State Department of Education, and the Tri-Lateral Council.

## II. Funded Pamphlets

See Chapter IV.

## III. Humphrey Occupational Resource Center

Ms. Wheeler served as a member of the Humphrey Occupational Resource Center Business Advisory Committee. Many of the Students attend the center in the morning and return to Charlestown High School for their required subjects in the afternoon.

## IV. Photographic Supplies

Liberty Mutual gave Charlestown High School an enlarger for their darkroom, some photographic supplies and the information and expertise in setting up the darkroom facilities.

## B. Programs Not Realized

### Special Needs Students Assist Liberty Mutual

Mr. Berkowitz wanted the special needs students to stuff envelopes from the various departments. Unfortunately, with a large company, this type of activity would be more burdensome than helpful. The logistics of transporting the material to Charlestown High School, coupled with the fact that most of that kind of activity is done in Portsmouth, New Hampshire made this suggestion impossible.

## Criterion 5: Quality of Guidance/Job Preparation

### A. Programs Realized

#### Job Preparation Workshop

Anne D'Arcy and Regina Fleming conducted a session at the school to help prepare students selected for the summer job program sponsored in 1981. Sessions taught students how to go on an interview, fill out job applications, and write a resume.

## B. Programs Not Realized

### Hugh O'Brian Youth Foundation

The Boston Jaycees contacted Liberty Mutual to sponsor a sophomore to attend the 1981 Massachusetts Youth Leadership Seminar on March 20-22, at the Boston Park Plaza Hotel. The purpose of the seminar was to develop leadership skills through competitive management simulation games. The games present an opportunity to use leadership skills, human resources, problem solving techniques, and implementation talents. Mr. Mansfield contacted David Hoffman, Director of Corporate Public Affairs, who agreed with Mr. Mansfield not to sponsor this program. The reason did not lie in the worth of the seminar itself, but rather, because it was not a Tri-Lateral sponsored program. Charlestown High School had not directly requested it, and Liberty Mutual had not set aside funds for this activity.

## Criterion 6: Job Placement

### A. Programs Realized

#### I. PAYS Summer Jobs - Junior Students

Two summer jobs were made available to Charlestown High School students as part of the Greater Boston Chamber of Commerce's Program of Assistance to Youth in School.

#### II. Distributive Education Program

Five Charlestown High School students held part-time work study positions during the year.

#### III. STRIVE

Two students were hired for summer jobs by Liberty Mutual as part of the Chamber of Commerce STRIVE (Scholarships and Training in Vocational Education) Program.

#### IV. Boston Summer Jobs Program

Liberty Mutual provided summer jobs to two students selected to participate in the Boston Summer Jobs Program. Mr. Mansfield served on the student screening committee.

V. Full Time Employment - Charlestown High School Graduates

Liberty Mutual hired six students for permanent employment.

B. Programs Not Realized

Maintenance Jobs at Liberty Mutual

See Chapter IV.

Year 8 September 1981 - August 1982

Criterion 1: Curriculum Development and Enrichment

A. Programs Realized

I. Journalism Assistance - Journalism Class

Liberty Mutual continued to fund the cost of CHIP, with Mr. Goddard continuing to critique each issue for its content acceptability.

II. Hopkinton Research Center Field Trip - Driver Education

On March 25, 1982, twelve students participated in behind-the-wheel emergency driving situations at the Company's Hopkinton Research Center. The students had also been given lectures on automobile safety at Charlestown High School.

III. Tour of Hopkinton Research Center - Special Needs

Ms. Healy conducted on April 15, 1982, a one-half day tour of the Research Center for twenty Special Needs students. She showed them the movie "Endless Marathon." The students were also given a demonstration of the "Boston Arm."

IV. Industrial Hygiene Research Field Trip - Chemistry Class

On May 8, 1982, seventeen students from Mr. Williams' chemistry class visited the Hopkinton Research Center for a program on Industrial Chemistry. Mr. Boone conducted the tour and demonstration.

V. Materials for Design Class

Liberty Mutual continued to provide art materials and utensils requested by Mr. MacIntosh to be used in teaching the elective design class.

B. Programs Not Realized

None.



## Criterion 2: Upgrading Teachers' Skills

### A. Programs Realized

#### Speaker - In-Service Meeting

Mr. Mansfield spoke to the Charlestown High School faculty at an in-service meeting to explain the resources of Liberty Mutual available to the school, and to initiate new ideas for further involvement with school/business partnership activities.

### B. Programs Not Realized

None.

## Criterion 3: Direct Delivery of Programs to Students

### A. Programs Realized

#### I. Photography Course

Ms. Beaton taught eight students over a six week period the fundamentals of picture taking. Five of the six classes were held at Charlestown High School. Because of the limited time, Ms. Beaton did not teach students darkroom techniques. Instead students were given two rolls of color film each week and an assignment to complete. Ms. Beaton found this course was not as successful as it was the previous year. The number of students coupled with the shortage of time presented difficulties. Also, as half of the students were bilingual there was a language problem between teacher and students. Students were disappointed that they could not learn to develop their own pictures. The final class was held at Liberty Mutual where Ms. Beaton gave a tour of the Audiovisual Department and the darkroom.

#### II. Ad in "Ironsides" - Charlestown High School Yearbook

A full page ad was taken in Ironsides to honor graduating seniors.

#### III. Young Audiences of Massachusetts

Liberty Mutual provided funds for the presentation of a series of cultural events as assemblies at Charlestown High School through the Young Audience of Massachusetts Program.

#### IV. Close-Up Trip to Washington

See Chapter IV.

#### V. PAYS Scholarship

See Chapter IV.

#### VI. Special Olympics Funding

Liberty Mutual provided financial support for Special Needs student's participation in this program.

#### B. Programs Not Realized

None.

### Criterion 4: Management Assistance

#### A. Programs Realized

##### Computer Consultation

Mr. Murphy met with Liberty Mutual's Manager of Education Technology to explore the capabilities of existing computers at Charlestown High School. Mr. Murphy was exploring the possibility of synthesizing pertinent information and data for each student in regard to attendance, tardiness, scholastic achievement, and conduct. Suggestions concerning computer capabilities were forwarded to Mr. Murphy.

#### B. Programs Not Realized

None.

### Criterion 5: Quality of Guidance/Job Preparation

#### A. Programs Realized

##### I. College Financial Aid Counseling Program

Mr. Mansfield participated as a counselor for this program for one-half day a week over a two month period at Charlestown High School assisting senior students with questions concerning financial aid.

## II. Job Preparation Workshop

Ms. D'Arcy and Margery Solemina conducted three sessions at Charlestown High School to help prepare thirty-five students selected for the Boston Summer Job Program. Sessions including interviewing skills, filling out job applications and writing a resume.

## III. Job Fair

Two Liberty Mutual personnel represented the Company at a Job Fair designed to prepare 400 Boston high school seniors for private sector jobs upon graduation. The Job Fair was co-sponsored by the city of Boston's Neighborhood Development and Employment (NDEA), the Tri-Lateral Council for Quality Education, the Boston Private Industry Council, the Boston Public Schools, and the Boston Committee.

## IV. Career Awareness Day

Liberty Mutual, along with twenty other companies and organizations, presented information on career opportunities at the Charlestown High School Career Awareness Day. Over two hundred students participated in the program.

## V. College Awareness Day

Mr. Mansfield served as a panel member to discuss with forty juniors who were enrolled in college preparatory courses the importance of going to college.

## B. Programs Not Realized

None.

## Criterion 6: Job Placement

### A. Programs Realized

#### I. Distributive Education Program

One Charlestown High school student held a part-time work study position during the year.

## II. Boston Summer Jobs Program

Liberty Mutual provided summer jobs to six students selected to participate in the Boston Summer Jobs Program. A company representative served on the student screening committee.

## III. Full Time Employment - Charlestown High School Graduates

Liberty Mutual hired five students for permanent employment.

## B. Programs Not Realized

Student Internship

See Chapter IV.

